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ABSTRACT

The first version of this guide was developed in response to the 1993 Safe Schools Act that required the State Board of Education to develop materials, models, and curricula addressing school safety. It recommended the development of conflict resolution and mediation materials to address responsible decision-making among students; the causes and effects of school violence and harassment; cultural diversity; and nonviolent methods for resolving conflict. In keeping with these goals, this revised edition examines potential resources aimed at improving school safety and improving the overall climate towards a more achieving school. It begins with a description of curricula available that teaches alternatives to violence. The next section details Spotlight Programs from LEA Safe and Drug-Free School Grants. This is followed by a description of ongoing community drug and violence prevention programs for adolescents. A survey of safe and drug free school coordinators programs is included along with a list of promising alternative education programs. There is a section on centers and programs for conflict resolution around the country along with information on the mediation network of North Carolina. The resource section contains a list of books, articles, and organizations. (JDM)

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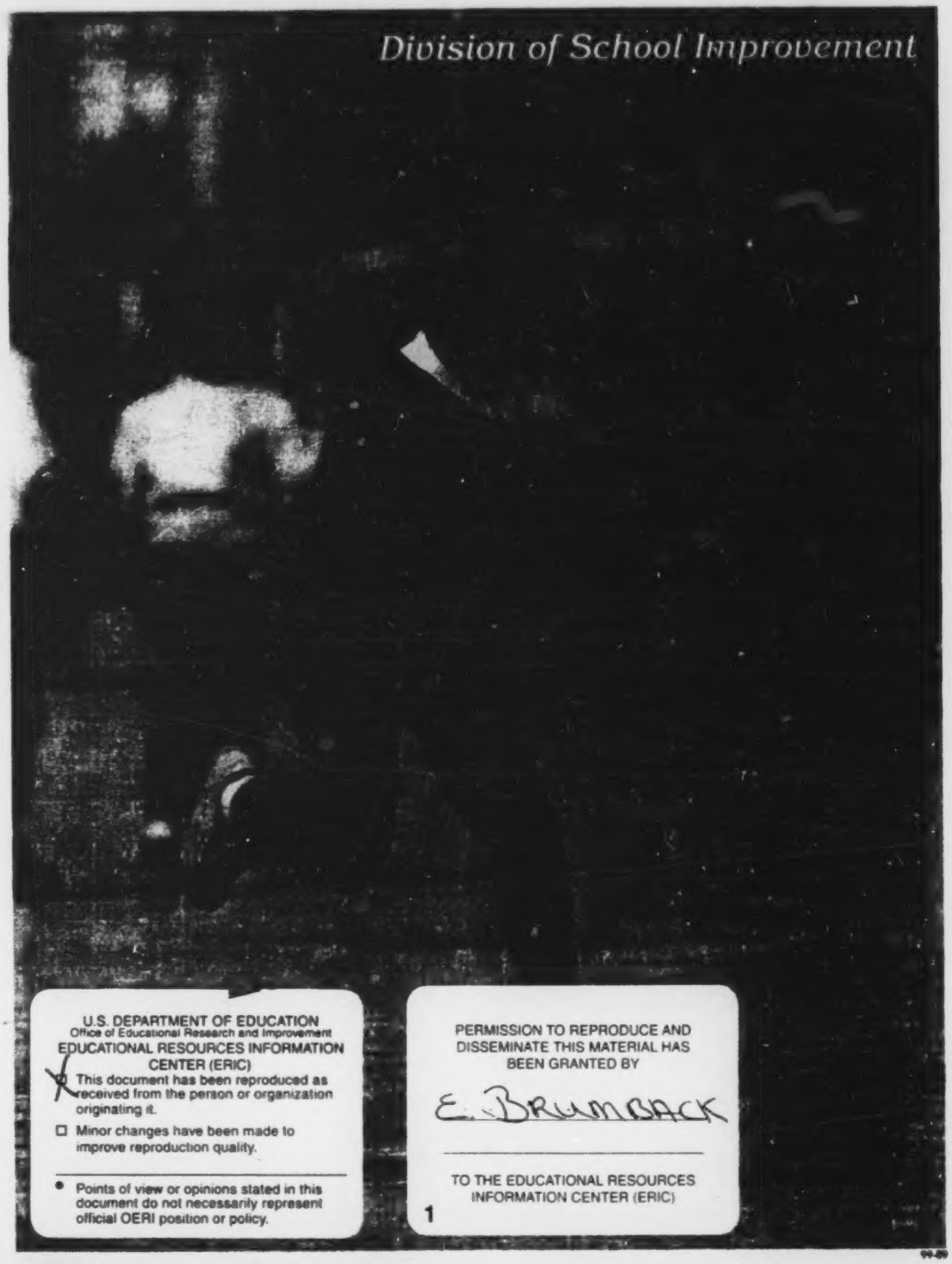
SAFE SCHOOLS

Programs & Resources Guide



Division of School Improvement

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Department of Public Instruction
State Board of Education

October 1999

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INTRODUCTION

The first version of this Guide was published in June, 1994, in response to the 1993 Safe Schools Act. This Act required the State Board of Education to develop . . . recommended conflict resolution and mediation materials, models and curricula that address responsible decision-making, the causes and effects of school violence and harassment, cultural diversity, and nonviolent methods for resolving conflict, including peer mediation; and . . . make (such resources) available to local school administrative units and school buildings . . ." This Guide was developed by the Instructional Support/Safe Schools Section in the Division of School Improvement and represents an update of the 1994 edition. Similar types of resources were researched and catalogued as in the 1994 edition: Curricula, Programs, Training, and Printed and Video Resources.

Since 1993, the topic of Safe Schools has become a major priority of the State Board of Education and the Department, and was substantially revisited by the General Assembly in 1997. Following the model of the ABCs of School Improvement, the State Board and the Department seek to provide assistance and resources in the interests of helping schools to achieve and be accountable for ever-growing and comprehensive safe schools standards and expectations. The underlying assumption of this effort is that the safety and orderliness of schools is a necessary condition to an achieving school. Accordingly, potential resources for this guide were examined as to their promise of or demonstrated contribution to improving the safety and orderliness of schools, or improving the overall school climate toward a more achieving school.

The Guide is intended to assist users in refining safe school plans, designing and implementing needs-based prevention and intervention strategies, and ultimately creating conditions that will result in a decreasing trend of specified incidents or disruption, crime and violence – ideally to zero or near-zero incidents. It is not intended to be a definitive or exhaustive compilation of resources, nor does the inclusion or a resource imply its endorsement by the Public Schools of North Carolina, the State Board of Education or the Department of Public Instruction.

CURRICULA

ACTIONS FOR HEALTH
ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
(800) 321-4407 Grades: K-6
Colorful, engaging program with posters, workbooks, storybooks, and take-home letters for families. Thirty or more lessons per year. Includes lessons about hitting and gun safety, as well as material on physical and sexual abuse. Content on tobacco, alcohol, drugs, HIV, and AIDS. Interesting community service activities. Suggestions for involving families.

ACTIVITIES FOR TEACHING RESPONSIBILITY (GRADES K-5)
This activity book contains idea starters for teaching responsible behavior in primary and elementary classes. Literature connections support integration of reading and writing activities. Available through the North Carolina Department of Public Instruction publication division.

ADVENTURES IN PEACMAKING
Educators for Social Responsibility
23 Garden Street
Cambridge MA 02138
(800) 370-2515 Grades: K-6
A program of over 200 activities, best used as a resource that provides a structure for developing conflict resolution practices in the classroom. Good classroom management tips emphasizing a positive approach. Highly interactive with lots of team building energizers. Tight structure to follow in brief mediation unit.

AGGRESSORS, VICTIMS & BYSTANDERS
Education Development Center Inc.
55 Chapel Street, Suite 25
Newton, MA 02158
(800) 793-5076 Grades: 6-9
A beautifully organized, teacher friendly, well-developed 12 session curriculum. Excellent "points to keep in mind" at the beginning of each session. Part of Teenage Health Teaching Modules, a well-evaluated, comprehensive health program, which also includes material on drugs and alcohol. Many extras. Includes a quiz to be given at the end of the module.

ALCOHOL AND OTHER DRUGS INTERDISCIPLINARY CURRICULUM GRADES K-12
Activities within this resource focus on developing information, skills, and processes that have been clearly identified as the most effective in preventing alcohol and other drug use. Each activity is correlated with selected competencies in specific disciplines. The following goals are highlighted through these activities: (1) Obtain and utilize information and make positive decisions about alcohol and other drugs; (2) Develop and maintain a positive self concept; (3) Take positive actions to cope with stress; and (4) Develop personal social skills useful in resisting alcohol and other drugs.

ALL STARS
Tanglewood Research
P.O. Box 1772
Clemmons, NC 27012-1772
Curriculum focuses on normative education and character development, particularly as they relate to drugs, sex and violence. Uses discussion, games and debates. Consists of 22 sessions to be taught by trained specialist with teachers in assistance. Includes 6 one-on-one sessions with students and encourages family involvement through homework assignments and a parent guide. Implementation notes and infusion sessions for classroom teachers. Commitment "celebration" at end of program. Also available in other formats including one for regular teachers and community providers.

ALTERNATIVES TO VIOLENCE
Chariot Distribution
1274 Lambert Circle
Lafayette, CO 80026
(800) 477-5128 Grades 6-12
Twenty session program with a strong historical perspective that examines conflict and institutional violence. Uses cases of

violent and non-violent encounters (such as strikes, nuclear war) for discussion and role play in each unit. Includes a video.

ALTERNATIVES TO VIOLENCE CURRICULUM

Published by Peace Grows, Inc.
513 West Exchange Street
Akron, OH 44302
(216)864-5442

Peace Grows publishes several curriculum guides and other publications designed to reduce youth violence through mediation. The organization also offers a number of training packages, ranging from four to forty hours in length. Publications and training that examine violence at all levels--from the interpersonal to the international - are aimed at promoting pacifism, and contain useful activities for high school students.

BEST PRACTICES IN PREVENTION: A CURRICULUM ON ALCOHOL, TOBACCO AND OTHER DRUGS, AND VIOLENCE

Project Oz
502 S. Morris Avenue
Bloomington, IL 61701
Fax (309) 829-8877   Grades 4 and 5

Project Oz is a not-for-profit special services agency providing drug education and crisis intervention services. Project Oz curricula provide compact and well-researched information for teachers, supplemented by student learning activities that reinforce the lecture portions of the topic. These activities are grade-appropriate and incorporate visual, tactile, kinesthetic, and auditory learning styles. This curriculum is the violence prevention component for grades 4 and 5. Inclusion is emphasized as an aspect of the school that means students attend their home school with their age and grade peers and that teachers work with each other and families to create a sense of community in the classroom. Adaptations have been made to the violence curriculum to increase inclusion in its broadest sense. "Best Practices in Violence Prevention" for grades 4 and 5 looks into various ways risks surrounding students can be diminished, and offers strategies and skills for dealing with everyday situations that may lead to violence. The curriculum consists of five distinct areas that have been selected to give students factual information and skills to cope with increased violence in the schools and society. These areas are: (1) "Coping with Anger," (2) "Conflict Resolution," (3) "Developing Friendships," (4) "Keeping Yourself Safe," and (5) "Tapestry of Cultures" (activities and information to increase student appreciation of diversity). Suggestions are given for implementing violence prevention in the entire school and in specific curriculum areas. Advice is offered for linking the curriculum with the community and making use of the resources available for teacher and student needs.

BEST PRACTICES IN PREVENTION: A CURRICULUM ON ALCOHOL, TOBACCO AND OTHER DRUGS, AND VIOLENCE.
GRADES 6 AND 7

Violence Prevention Component. Project Oz Project Oz is not-for-profit special services agency providing drug education and crisis intervention services. Project Oz curricula provide compact and well-researched information for teachers, supplemented by student learning activities that reinforce the lecture portions of the topic. These activities are grade-appropriate and incorporate visual, tactile, kinesthetic, and auditory learning styles. This curriculum is the violence prevention component for grades 6 and 7. It addresses both physical and verbal violence through seven areas: (1) "Coping with Anger" and anger management; (2) "Path to the Future-Goal Establishment," a discussion of goals and goal setting; (3) "Weapons Are Not the Answer," an examination of the negative effectiveness of weapon use; (4) "Self-Protection," a discussion of alternatives in dangerous situations and techniques for avoiding danger; (5) "Gangs," a discussion of the negative consequences of gang behavior; (6) "Appreciating Our Differences," activities and information to increase students' awareness of the negative effects of stereotypes, prejudice, and "isms"; and (7) "Boundaries," a discussion of gender-role misconceptions, sexual harassment, and boundaries of conduct with regard to sexual violence. Suggestions are given for implementing violence prevention throughout the school and in several specific curriculum areas. An appendix discusses assessing the school, home, or work environments for safety and violence prevention.

BEYOND BLAME: CHALLENGING VIOLENCE IN THE MEDIA

Center for Media Literacy
4727 Wilshire Blvd, Suite 403
Los Angeles, CA 90010
(800) 226-9494 Grades: 4-8

Beautifully packaged, 7-8 lesson program organized for elementary, middle, and high school/adult groups focusing exclusively and intensively on violence in the media. Well-organized for teachers with good leader's guide. Lots of cooperative learning, team activities. Program and newsletter for parents as well as program for teens and community groups.

BUILDING A FOUNDATION FOR CITIZENSHIP

A guide for planning and implementing programs for promoting citizenship, responsibility and other positive character traits. Suggestions are given for integrating ideas into K-12 Curriculum. Available through the Publications Division, **North Carolina Department of Public Instruction**

CHOOSING HEALTH HIGH SCHOOL: VIOLENCE AND INJURY

ETR Associates
P. O. Box 1830
Santa Cruz, CA 95061-1830
(800) 321-4407 Grades 9-12

One module in a comprehensive health Program. Contains 7 sessions directly relevant to violence prevention: an additional 2-3 sessions on suicide prevention. Well formatted and teacher friendly. Good emphasis on interactive teaching with useful time requirements provided for each activity. Sensitive to the self-consciousness and privacy needs of students. Content on drugs and alcohol.

COMPREHENSIVE HEALTH FOR THE MIDDLE GRADES

ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
(800) 321-4407 Grades 5-9

Seventeen lessons on violence prevention and 9 lessons on communication and anger management are part of this comprehensive health program that includes sessions on weapons and alcohol. Well organized, attractive for teachers. Strong emphasis on interactive techniques. Contains Health Fact Book on Violence. Tips for infusion into other subject areas. Other skill areas, including drug prevention, are covered in separate modules.

CONFLICT MANAGEMENT: A CURRICULUM FOR PEACEMAKING

Cornerstone--A Center for Justice and Peace
Denver, CO

Proceeds sequentially from conflict definition to problem-solving, with activities that reach beyond the classroom.

CONFLICT MANAGEMENT FOR MIDDLE SCHOOL CURRICULUM

The Conflict Center
2626 Osceola Street
Denver, CO 80212
(303) 433-4983 Grades: 6-8

This highly conceptual 12-session program emphasizes conflict management and the negative consequences of violence.

CONFLICT RESOLUTION

Sunburst Communications
P. O. Box 40
Pleasantville, NY 10507
(800) 431-1934 Grades: 2-12

Conflict resolution with 36 activities for elementary grades, 32 for middle school and 46 for high school, available separately. Attractive package of materials includes 19 videos and colorful posters. Components on conflicts with parents. Emphasis on fairness and respect for others. Includes a high school component on mediation (based on Mediation: Getting to WinWin!)

CONFLICT RESOLUTION: AN ELEMENTARY SCHOOL CURRICULUM

The Community Board Program
1540 Market Street, Suite 490
San Francisco, CA 94102
(415) 552-1250 Grades: K-5

Strong multi-lesson program on communication and problem solving. Games and other techniques for maintaining students' interest. Tips from teachers who have used program at end of each lesson. Includes a section on dealing with conflict through class meetings. Strategies for facilitating discussion of student conflicts.

CONFLICT RESOLUTION: A SECONDARY SCHOOL CURRICULUM

The Community Board Program
1540 Market Street
Suite 490
San Francisco, CA 94102
(415)552-1250 Grades 7-12

Seventy-five lesson curriculum with emphasis on social problem solving and communication. Extensive material and information on concepts, particularly conflict. Has good guidelines for interactive techniques.

CONFLICT RESOLUTION AND PEER MEDIATION

Mediation Network of North Carolina
P.O. Box 241
Chapel Hill, NC 27541-0241
(919) 929-6333 Grades: K-3, 4 & 5

This 12-15 session per year curriculum teaches negotiation, mediation and conflict management skills to the entire class. Uses a "talk it out" strategy to help students negotiate. Suggests creating a "peace place" to go to negotiate in the classroom. Useful optional lesson on diversity for kindergarten, to begin discussion. Early grades emphasize conflict management skills in developmentally appropriate ways.

CONFLICT RESOLUTION CURRICULUM

The Knopf Company
1126 South Main Street
Plymouth, MI 48170-2214
(800) 420-4343 Grades: K-12

A well written, 8 session outline of anger management, social problem solving and communication skills. Lots of alternatives with good guidance about appropriate age level. A menu of equivalent activities to allow teacher to design a curriculum specific to the needs of the class.

CONFLICT RESOLUTION CURRICULUM

Published by Wake County Schools
3600 Wake Forest Rd.
Raleigh, NC 27609-7329

The goals of the conflict resolution curriculum include the following: To recognize conflict and how to deal with it, to acquire communication skills that enable us to express our feelings, and to develop negotiation skills that help us solve problems to benefit those involved. Objective: To demonstrate an understanding of conflict, an understanding of our perceptions of conflict, and an understanding that successful negotiation results in a workable resolution.

CONFLICT RESOLUTION CURRICULUM PACKET

Boston-Area Educators for Social Responsibility
11 Garden Street
Cambridge, MD 02138

Designed by high school teachers to teach high school students the basics of conflict resolution, and clearly demonstrates how conflict-resolution skills can be applied at all levels.

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CONFLICT RESOLUTION IN THE MIDDLE SCHOOL
Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
(800) 370-2515 Grades: 6-8
A 26 lesson conflict resolution program. Thoughtful, well organized and fairly complete. Good instructions for role-plays. Fun, creative, with lots of games and energizers. Good material on culture and appreciating diversity. Includes an introduction to mediation.

CONFLICT RESOLUTION SKILLS FOR TEENS
Jalmar Press
24426 S Main Street, Suite 702
Carson, CA 90745
(800)662-9662 Grades 7-12
Gives word for word scripts for teachers to use as models. Teaches teens how to mediate and negotiate. Good reinforcement of skills with "circle sessions". Contains activities for training student mediators.

CREATING PEACE, BUILDING COMMUNITY
Peace Education Foundation
1900 Biscayne Blvd
Miami, FL 33132-1025
(800) 749-8838 Grades: 6-7
Peace building program with games and fun activities. Uses peer nominating activity to form "villages" for cooperative learning groups. Concrete, detailed instructions for peer nominating. Program stronger and clearer in 7th grade, especially on social problem solving. Components on character development, positive thinking and core values. Lesson on appreciating culture and diversity.

CREATING THE PEACEABLE SCHOOL
Research Press
2612 N. Mattis Avenue
Champaign, IL 61821
(800) 519-2702 Grades: 4-8
Program of 63 activities in 6 sections, highly focused on different methods of problem solving, peer mediation, two-participant negotiation and group problem solving. Good background at the beginning of each section. First section devoted to setting a positive school climate. Contains an annotated bibliography of children's literature.

CREATIVE CONFLICT SOLVING FOR KIDS
Peace Education Foundation, Incorporated
P.O. Box 191153
Miami Beach, FL 33119
These interdisciplinary resource units (Grades 3-4, 4-5, and 5-9) challenge students to deal creatively and constructively with conflict. Through brainstorming, role playing, problem solving and decision making, students learn the skills of creative communication, active listening, fighting fair, critical thinking, and cooperation. The program comes with student workbook, teacher's guide, and a poster.

CROSSING THE LINE CURRICULUM IN GATES COUNTY
Gates County Schools
Main Street
Gatesville, NC 27938
(252)357-1113
This sexual harassment curriculum, focusing on prevention, is being presented to ninth grade health and physical education classes. It focuses on the negative effect that disrespectful, demeaning and intimidating behavior can have on a student's ability to grow and learn successfully.

DANIEL THE DINOSAUR
Johnson Institute
7205 Ohms Lake
Minneapolis, MN 55439-2159
(800) 231-5165 Grades: K-6
Eleven sessions program to help the victims of bullying. Well-organized with good use of techniques. Good guidance for teachers. Part of comprehensive strategy, which includes other programs, including two on chemical dependency in the family.

D.A.R.E.

D.A.R.E. is a cooperative effort between the North Carolina Department of Justice and the Department of Public Instruction. Together the agencies provide an educational program in the classroom to prevent or reduce drug abuse and violence among children and youth. In addition, program strategies are planned to focus on the development of social competence, communication skills, self-esteem, empathy, decision-making, conflict resolution, sense of purpose and independence, and positive alternative activities to drug abuse and other destructive behaviors.

Grades K-4 Organization

The content for the D.A.R.E. Program in grades K-4 is organized into four lessons for grades K-2 and five lessons for grades 3-4. The lessons are taught by a D.A.R.E. Officer and may be reinforced by the classroom teacher throughout the curriculum.

Grades 5 or 6 Organization

The D.A.R.E. curriculum consists of seventeen one-hour lessons taught by a law enforcement officer with suggested extended activities to be integrated into other instruction by the classroom teacher. A specially trained officer will be assigned to the school one day a week for one semester to conduct weekly lessons in grades 5 and/or 6.

DISCOVER: SKILLS FOR LIFE

American Guidance Service, Inc.
4201 Woodland Road
Circle Pines, MN 55014-1796
(800) 328-2560 Grades: K-12

A comprehensive life skills program with a separate teacher's guide for each year containing specific lessons on violence. Beautiful materials. Lots of helpful strategies on instructional tip sheets. Components on family and drugs. Internal evaluation materials in the form of tests.

DYNAMICS OF RELATIONSHIPS

Equal Partners: The Self-Esteem Institute
3371 Beaverwood Lane
Silver Spring, MD 20906
(800)571-9665

The curriculum consists of an adolescent or young adult series, which is comprised of a 2-book student manual--one dealing with more sensitive issues--and a 624 page teacher's manual containing both student texts, guidelines, exercises and resources. It is designed to make young people better understand the significance of getting along with one another and developing caring relationships. Social issues such as gangs, prejudice, AIDS, and date rape are also addressed. The K-7 curriculum starts the prevention process with a focus on self-esteem, anger and conflict resolution, and communication skills. It includes a student text (grades 4-7) and a teacher's manual which contains the entire student text as well as activities, guidelines, and resources.

EXPLORING THE ISSUES: PROMOTING PEACE AND PREVENTING VIOLENCE

Quest: Skills for Action
P.O. Box 4850
Newark, OH 43058-4850
(800) 446-2700 Grades: 9-12

A beautifully organized 19-lesson curriculum with good interactive learning structure. Features a well-developed service learning approach. Lots of extras: school climate guide for administrators, lessons on drugs, the danger of weapons and avoiding gang violence.

FIGHTING FAIR: DR. MARTIN LUTHER KING FOR KIDS

Peace Education Foundation, Inc.
P. O. Box 191153
Miami Beach, FL 33119
(305) 576-5075

Students are challenged to resolve conflicts with skills, not fists, within the framework of Dr. King's philosophy of non-violence. Students are involved in brainstorming, role playing, problem solving, decision-making and mediation. The program comes with an

18 minute video, ready-to-use student workbooks, teacher's guide, and Rules for Fighting Fair poster.

GET REAL ABOUT VIOLENCE
AGC Educational Media
1560 Sherman Avenue, Suite 100
Evanston, IL 60201
A violence prevention program for students and staff designed to make your school a SAFE place. The curriculum has classroom units for grades K-1, 2, 3, 4-6, 6-9, and a school wide staff-training unit for grades K-9. There are modules that focus on vulnerability to violence, contributors to violence, and alternatives to violence. Included are easy-to-use lesson plans, videos and activities. "Get Real About Violence" is a curriculum that focuses on the school, the family, and the community.

GETTING ALONG
American Guidance Service, Inc.
4201 Woodland Road
Circle Pines, MN 55014-1796
(800) 328-2560 Grades: K-4
Features 10 guides for dealing with major classroom adjustment issues: teasing, bossiness, poor sportsmanship, etc. Totally flexible program. Teacher can pull out a guide as a problem arises. Approach consists of a 6-step process to promote cooperation and social problem solving. Audiocassette with songs.

G.R.E.A.T. (GANG RESISTANCE EDUCATION AND TRAINING)
G.R.E.A.T. Branch
P.O. Box 50418
Washington, DC 20091-0418
(800) 726-7070 Grades: 3-8
Well-organized gang and violence prevention program for grades 3-8 with 9 lesson core curriculum for middle school children. Emphasizes responsibility and negative effects of violence. Delivered by police officers. Sessions include material on laws, crime, victims, gangs, and drug use. Extras include summer program. Concludes with graduation ceremony.

GROWING HEALTHY
National Center for Health Education
72 Spring Street, Suite 208
New York, NY 10012-419
(800) 551-3488 Grades: K-6
Attractive 42-56 lesson program emphasizing one health education topic—digestion, respiration, circulation, etc.—each year. Evaluated and shown to reduce smoking. Material on conflict resolution and violence prevention integrated into curriculum. Material on gun safety as well as drugs and alcohol. Strong emphasis on cooperative learning and use of learning centers. Good background materials. Emphasis on goal setting with numerous opportunities for practice. Workbooks in Spanish. Components on family, community involvement and HIV/AIDS prevention. Includes puppets, posters, cassettes, and videos.

HEALING THE HATE
U.S. Department of Education
600 Independence Ave., S.W.
Room 604
Washington, D.C. 20202-6123
(800)624-0100 Grades 6-8
Beautifully organized, 30 lesson curriculum focused on hate crimes with emphasis on empathy for victims. Thoughtful instructions for handling of disclosures. Points to make clearly depicted. Helps teachers tailor curriculum by selecting from suggested videos or readings without compromising the intent of curriculum. Explicit instructions about which lessons are necessary. Very thorough media component.

HIGH SCHOOL MULTICULTURAL EDUCATION
REACH Center
180 Nikerson Street, Suite 212
Seattle, WA 98109
(206) 285-2073
This 1993 curriculum is not a set of prescriptive units, but a process to use for reflective teaching. It provides educators with a guide to use to assess their teaching methods for infusing multicultural

perspectives into both the explicit (planned lessons) and implicit or "hidden" (environment) curriculum.

KELSO'S CHOICE

Rhinestone Press
P. O. Box 30
Winchester, OR 97459-0030
(541) 440-4179 Grades: K-6

List of techniques for dealing with conflicts that is reinforced throughout 14-session curriculum. Developmentally appropriate use of storybooks.

INTO ADOLESCENCE: STOPPING VIOLENCE
A CURRICULUM FOR GRADES 5-8.

Contemporary Health Series
ETR Associates/Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830

This module presents a curriculum on violence prevention for middle school students. It begins with a discussion of the definition of violence. The second lesson helps students to examine the portrayal of violence in various media and students examine their own anger and their own tendencies toward violence. The fourth lesson examines the dangers of fighting or becoming involved in a violent incident. In the fifth lesson, students are introduced to the idea of conflict resolution and learn three basic ways to resolve conflicts. In the sixth lesson, students discuss the issue of gun control, including the second amendment to the constitution. The seventh lesson looks at the philosophy of nonviolence, using the actions of Gandhi and Martin Luther King, Jr., to illustrate the principles of nonviolence. In the final lesson, students work in small groups as a task force to develop violence prevention plans. For each lesson, information is included on the objectives of the lesson, the time required, an overview of the lesson, instructional strategies, a list of teacher materials and preparation, the implementation procedure, evaluation methods, and follow-up suggestions. Necessary worksheet and supplemental materials are included.

KNOW YOUR BODY

American Health Foundation
675 3rd Avenue 11th Floor
New York, NY 10017
(212) 551-2509 Grades: K-6

Attractive, 10-module curriculum to be taught for 40 minutes a week throughout the school year. Module on healthy relationships, in particular, covers important elements of violence prevention. Thoughtful suggestions for infusion across subject areas. Skill builder unit promoting development of general life skills at beginning of each grade level. Includes age-appropriate information about tobacco, alcohol, marijuana, and cocaine. Multi-ethnic illustrations throughout the program. Translated into 7 languages. Workshops for family. Posters, song tapes and student activity books. Puppets available at extra cost.

HELPING TEENS STOP VIOLENCE: A PRACTICAL GUIDE FOR COUNSELORS, EDUCATORS, AND PARENTS.

Hunter House Inc
P.O. Box 2914
Alameda, CA 94501-0914

This guide provides information and teaching strategies for adults to support young people who want to make choices and resolve conflicts using alternatives to violence. Although the material is primarily designed for teachers and counselors, the guide's designed to help assist all adults, especially parents. The premise of the book is that individual acts of violence are actually expressions of much broader patterns of social violence and that social violence is an expression of long-standing power imbalance between "have" and "have not" groups in society. To prevent violence or to intervene in it effectively, the guide asserts, people must turn their attention to rectifying the imbalances that motivate the violence. The guide is divided into five sections: (1) general issues for adults to consider in work with youth; (2) theory about age, gender, and race-related power imbalances that cause violence;

(3) a curriculum for teaching young people about violence and violence prevention; (4) suggestions and teaching techniques for training other adults in workshops on violence; and (5) strategies and techniques for setting up and conducting long-term support for young people dealing with abuse. Each section includes exercises and role playing activities for work with youth across lines of age, gender, and race.

LEARNING THE SKILLS OF PEACEMAKING

Jalmar Press
24426 S. Main Street, Suite 702
Carson, CA 90745
(800) 662-9662 Grades: K-6

A 59 lesson school climate program to be taught twice a week with variation from year to year to be supplied by the teacher. Lots of background and conceptual information to help a teacher create a more peaceful classroom. Positive classroom management and win-win negotiating. Peer mediation guidelines and guidelines for conducting parent workshops included. Emphasis on current events and our interconnected world.

LESSONS IN CONFLICT RESOLUTION

New Mexico Center for Dispute Resolution
800 Park Avenue, SW
Albuquerque, NM 87102
(800) 249-6884 Grades: 4-6

Twenty-three lesson program to be given in a 6-10 week period at the beginning of school year. To be used as a companion to mediation program. Provides students with the language to work with a mediation program. Could also stand-alone. List of resources at end, including national organizations.

MAKING CHOICES ABOUT CONFLICT, SECURITY AND PEACEMAKING

Educators for Social Responsibility
23 Garden Street
Cambridge, Ma. 02138
(800)370-2515 Grades 9-12

Eighty-one activities, some requiring multi-sessions, comprise this extensive program. Lots of opportunities to practice skills. Can be used in conjunction with workshops conducted in the school.

MAKING THE PEACE: A 15 - SESSION VIOLENCE PREVENTION CURRICULUM FOR YOUNG PEOPLE

First Edition.
Hunter House, Inc., Publishers,
P.O. Box 2914
Alameda, CA 94501-0914
Fax: 510-865-4295;
toll-free phone: 800-266-5592

The "Making the Peace" curriculum is a complete program offering everything needed to address violence prevention in the classroom, after-school program, residential program for youth, or juvenile justice setting. The curriculum can be adapted to various time frames and parts may be incorporated into social studies, health, or other courses. Working with young people can help reduce the social inequality at the roots of most violence and restore the human integrity that violence denies. It begins with five sessions that introduce basic concepts of violence and prevention and provide a framework of safety and introduce basic concepts of violence and prevention and provide a framework of safety and respect for the class. These five sessions are the groundwork for the next six sessions that examine the particular forms violence can take. Sessions 6 and 7 look at alternatives to intra- and interracial violence and anti- Semitism. Session 8 explores the economic roots of some violence. Sessions 9 and 10 look at gender relationships and violence toward women, and session 11 examines strategies for reducing gun-related violence. The last four sessions focus on healing from past experiences of violence and on youth leadership in making the peace. Fourteen exercises for the student to do alone are included. (Contains 22 handouts and 47 references.)

MEDIATION AND CONFLICT RESOLUTION FOR GANG-INVOLVED YOUTH
New Mexico Center for Dispute Resolution
800 Park Avenue SW
Albuquerque, NM 81702
(800)24-YOUTH Grades 5-12
Well-organized materials for developing a structured mediation with gang-involved youth. Uses gang jargon. Mediation for multiparty gang disputes, communication and conflict resolution skills and parent/child mediation for gang youth. Includes survey questionnaires for evaluation and monitoring progress of parent/child mediation.

MEDIATION FOR KIDS: KIDS IN DISPUTE SETTLEMENT
Grace Contrion Abrams Peace Education Foundation, Inc.
191153 Miami Beach, FL 33119
(305) 576-5075
This program offers a step by step approach to implement a student mediation program in the school or classroom. The curriculum contains lessons, which include active listening, paraphrasing, probing, fighting fair, and many cases ready to mediate. It comes with ready-to-use student handbooks, teacher's guide and Rules for Fighting Fair poster.

MICHIGAN MODEL
Michigan Department of Public Health
3423 N. Martin Luther King Blvd.
Lansing, MI 48909
(517) 335-8388 Grades: K-12
Very well organized 40-60 lesson per year curriculum which addresses the elements of prevention with good emphasis on life skill development. Provides excellent instruction for teachers as well as sufficient opportunities to practice violence prevention lessons in grades K-8. Also includes very strong stand-alone modules on violence prevention for grades 7-8 and high school. Well organized, very detailed, strongly urges teacher to follow lessons in sequence. Material on drugs and alcohol.

NO BULLYING
Johnson Institute
7205 Ohms Lane
Minneapolis, MN 5439-2159
(800) 231-5165 Grades: 1-8
Imaginative well organized program emphasizing the importance of adult intervention in bullying situations. Clear focus on peer/bullying violence. Good use of stories about animals for younger children to illustrate the lessons. Works to change school climate to send a clear "no tolerance for bullying" message. Includes a Program Director's Manual for training and implementation. Posters, audiocassettes, family kits and principal's kit.

NO MORE BULLYING
Sunburst Communications
P.O. Box 40
Pleasantville, NY 10570
(800) 431-1934 Grades: 2-5
Solid anti-bulling curriculum that includes 18 classroom activities to be used in conjunction with 3 student videos: Provides outline, worksheets and staff video for in service training. Curriculum builds student skills for resisting bullies, using circle technique and buddy system, as well as suggestions for creating a school climate that prevents bullying. Includes a session on telling vs. tattling. Colorful posters.

NO! VIOLENCE: A CONFLICT MANAGEMENT PROGRAM
Rhinestone Press
P.O. Box 30
Winchester, OR 97485-0030
Based on Kelso's choice, very brief, 7 lesson program which proposes 9 techniques for handling conflict, such as apology, humor, compromise, etc.

PACT
Research Press
2612 N. Mattis Avenue
Champaign, Il 61821
(800)519-2707 Grades 6-12

Brief, highly focused 10-16 lesson program for African-American and other adolescents, designed for use in small group sessions. Can be used in conjunction with the culturally sensitive "Dealing with Anger" video program. Strong theoretical framework. Excellent instructions for role playing and coaching. Helpful, detailed instructions throughout. Strong guidance for teachers on cultural sensitivity, setting up groups, managing groups, parent involvement, and suggestions for evaluation.

PARENTING AND FAMILY LIFE SKILLS: A MODEL CURRICULUM
Kentucky State Department of Education
Frankfort, Kentucky

In 1988, the Kentucky General Assembly enacted the Parenting and Family Life Skills Act, KRS 158.797, which requires the teaching of parenting and family life skills to pupils in Kentucky's schools. Pursuant to this Act, the Kentucky Department of Education developed the model curriculum as a guide for local school districts in designing their own parenting and family life skills program plan in compliance with the new state legislation. The goal of the model curriculum is to provide learning experiences and guidance relevant to the needs, concerns, interests, and aspirations that arise out of human psychosexual development. It promotes premarital abstinence through a focus on the "three R's": restraint, respect and responsibility. Each grade-level curriculum plan, kindergarten through grade 12, is divided into six units: (1) Family Living; (2) About Me- Emotions; (3) About Me – Social; (4) About Me – Physical; (5) Interpersonal Relationships; and (6) Decision Making. Two separate chapters provide curriculum plans for teaching about Acquired Immune Deficiency Syndrome (AIDS) and Sexually Transmitted Diseases, and Personal Safety and Family Violence Prevention.

PEACE-ABLE PLACE
C. E. Mendez Foundation, Inc.
3312 Piedmont Road, #422
Atlanta, Georgia 30305
(404) 816-6540

Peace-Able Place is a K-12 curriculum for non-violent living. The violence prevention curriculum consists of four interconnected strands. Topics are handled in a positive, age-appropriate manner, using cooperative learning, role playing, and other experiential teaching technique.

PEACE BUILDERS
Heartsprings, Inc.
7482 East Wandering Road
Tucson, AZ 85732
(520) 299-6770 Grades: K-5

Creative and solidly-based comprehensive school climate program that emphasizes praising others, avoiding negative comments, being aware of injustices, righting wrongs and seeking out "wise people". Excellent classroom management suggestions, particularly for handling discipline and "unruly" kids. The well-evaluated program contains many extras including an intensive peace building program for especially disruptive students, a family program, playground program, planning guides for teachers, a leadership guide for administrators, manuals for school staff, bus drivers, cafeteria workers, etc. Evaluation tools, surveys, student work books in Spanish and English.

PEACEFUL PARTNERS
Project Charlie 6425 Nicollet Avenue S
Richfield, MN 55423
(800) 279-KIDS Grades: K-6

A 34-39 session program covering many important skills areas. Extensive activities on stereotyping and respecting diversity. Lessons on families, identifying each family's uniqueness, family stress, and identifying a trusted adult. Lesson on sexual harassment. Broader Project Charlie program contains material on drugs and alcohol.

PEACEMAKING MADE PRACTICAL
The Conflict Center
2626 Oscaola Street
Denver, CO 80212
(303) 433-4983 Grades: P-6
A broad ranging curriculum for grades P-6 which covers a number of important topics, including anger management, social problem solving, empathy, social resistance skills and communication.

PEACEMAKING SKILLS FOR LITTLE KIDS
Peace Education Foundation, Inc.
P. O. Box 191153
Miami Beach, FL 33119
(305) 576-5075 or (800) 749-8838 Grades PK-2
Through puppetry, role play, body movements, storytelling, discussion, art, music, and circle activities children develop positive self-esteem, sensitivity to the needs of others, respect for human differences, love for the natural environment, and ways to handle conflict non-violently. Complete teacher's instructions, "I Care" puppet, audiocassette, and "I Care" posters are included.

POSITIVE ACTION
321 Eastland Drive
Twin Falls, ID 83301
(800) 345-2974 Grades: K-8
Extensive program involving 3-5 lessons a week. Strong emphasis on positive self-image and character building with the assumption that positive behavior will follow. Based on stories and scripts to prompt discussion and teach concepts. Many extras in grade level kits: posters, audiocassettes, family kits and principal's kit. Drug education supplements for grade 5 and middle school. Content on drugs and alcohol.

PREVENTING FAMILY VIOLENCE
Massachusetts Department of Public Health, Resource Center for the Prevention of Family Violence
150 Tremont Street
Boston, MA 02111
A comprehensive, useful, and sensitively designed curriculum dealing with such controversial issues as family violence, child sexual abuses, and date rape.

PROJECT OZ
502 South Morris Avenue
Bloomington, IL 61701
(309) 827-0377 Grades: K-12
A drug, alcohol, tobacco, and violence - prevention curriculum, emphasizes life skills. A stand-alone component with many violence prevention activities for grades 4-7. Suggests policies and structural changes as well as ways of linking with the community. Strong emphasis on inclusion and special education in background materials. Tips for infusing across subject areas. Section on gangs.

RESOLVING CONFLICT: ACTIVITIES FOR GRADES K-3
New Mexico Center for Dispute Resolution
800 Park Avenue, SW
Albuquerque, NM 87102
(800) 249-6884 Grades: K-3
Thirteen 15-minute activities to be used in conjunction with a peer mediation program. Provides an introduction to the vocabulary of conflict resolution and peer mediation.

RESOLVING CONFLICT CREATIVELY PROGRAM (RCCP)
RCCP National Center
163 Third Avenue, #103
New York, NY 10003
(212) 509-0022 Grades: K-12
More than 50 lessons organized for grades K-2 and 3-6 comprise this comprehensive prevention program. Activities are well-developed to encourage student involvement and cover a broad range of skills. Good lessons on diversity and prejudice. Also includes peace building lessons and

activities. Considerable professional development requirement for teachers. Uses Conflict Resolution in the Middle School as part of program.

RESOLVING VIOLENCE: AN ANTI-VIOLENCE CURRICULUM FOR SECONDARY STUDENTS

Australian Council for Educational Research, Ltd.
19 Prospect Hill Road, Camberwell,
Melbourne, Victoria 3124, Australia
This curriculum comprises a book and worksheets that provide information about violence in modern society. As an anti-violence curriculum, it gives young people an opportunity to discuss and reject commonly held beliefs and attitudes about the role of violence in society; rejecting violence as an option and discriminating between violence in the real world from the violence of fantasy. It also provides a curriculum to encourage students to adopt appropriate nonviolent responses to conflict and everyday interactions. The text opens with an attitude towards violence survey in which participant's views on violence can be assessed. Ten modules offer exercises and strategies for exploring such issues as perceptions, statistics, predicting violence, violence and gender, origins of violence, preventing violence, responding to violence, violence in relationships, and effective communication. Presenter notes, which offer guidance on facilitating the lessons, appear at the end of each module. Includes 20 worksheets and examples for 16 overhead transparencies.

RESPONDING IN PEACEFUL AND POSITIVE WAYS (RIPP)

Life Skills Center
Virginia Commonwealth University
P.O. Box 842018
Richmond, VA 23284-2018
(888)LSC-ILSC Grades 6-7
This well-evaluated 25 session curriculum was adapted from the Violence Prevention Curriculum for Adolescents. Uses games and group work well to emphasize social problem solving and resistance skills. Excellent skills training, particularly on how to resist influences to become violent.

THE ROLE PLAY BOOK: 32 HYPOTHETICAL SITUATIONS FOR THE PRACTICE OF INTERPERSONAL PEACEMAKING SKILLS

Mennonite Conciliation Service
Adron, PA
Moves from simple listening exercises to complex disputes.

SAFE & SOUND: A VIOLENCE AND AOD PREVENTION PROGRAM

Bureau for At-Risk Youth
P.O. Box 760
Plainview, NY 11803-0670
(800) 99-YOUTH Grades: 4-8
Twenty-six lesson curriculum provides solid training in decision making and communication skills, lots of additional activities to extend and reinforce skill content. Includes evaluation survey, component on drugs, a lesson on effects of drugs and violence in combination, and a session on suicide.

SAFE DATES

School of Public Health
University of North Carolina at Chapel Hill
Box 7400
Chapel Hill, NC 27599-7400
(919) 966-6353
Grades 8-9
Well-evaluated 9 session curriculum highly focused on prevention of dating violence, designed to keep students from becoming involved in abusive relationships. Strong emphasis on norms. Helps students recognize that they can choose how they want to be treated in dating relationships. Includes sessions on how to help others involved in abusive relationships. Includes a poster contest, theater production, and evaluation tools.

SCHOOL INJURY PREVENTION RESOURCE GUIDE

Rhode Island State Dept. of Health, Providence

This guide has been developed to provide resources to teachers to address injury prevention in their classrooms. Entries in this guide represent materials which the Injury Prevention Program has identified. Chapters are divided by their target grade and age level. Curricula listed by the youngest grade which they target. For each entry, information is provided on the target injury, the target grade, a description of the program, support materials, how to obtain further information, cost of the program, and comments. At the end of each chapter is a list of curricula described in earlier chapters. An index cross-references entries by the specific injury areas. A final chapter lists addresses where additional non-curricular materials can be acquired. Curricula listed under early childhood deal with children's pedestrian safety, burns, playground safety, bicycle safety, and spinal cord injuries/ traumatic brain injuries. At the elementary level, curricula deal with bicycling safety and health promotion. At the middle school level, curricula focus on managing anger, skills for injury prevention, and stopping violence. At the high school level, the curriculum concentrates on family and dating violence prevention.

THE SOCIAL STUDIES CHARACTER/CITIZENSHIP EDUCATION CONNECTION North Carolina Department of Public Instruction

(GRADES 6-8)

Includes practical suggestions for teaching responsibility in the middle school Social Studies Curriculum. Available through the Publications Division, North Carolina Department of Public Instruction

SECOND STEP: A VIOLENCE-PREVENTION CURRICULUM GRADES 1-3, SECOND EDITION

Committee for Children
172 20th Avenue
Seattle, WA 98122

($225; volume discounts available. Price includes photo cards, film strips, video, and posters).

"Second Step," grades 1-3 is a curriculum designed to reduce impulsive and aggressive behavior in children aged 6 through 9 years, and increase their levels of social competence by teaching skills in empathy, impulse control, and anger management. This curriculum is part of the "Second Step" series which includes curricula for preschool/kindergarten and grades 4-5 and 6-8. It can be easily integrated into primary grade programs and is a companion to "Talking About Touching," a personal safety curriculum. While personal safety curricula teach children not to be victims, "Second Step" teaches them not to be victimizers. Because it targets skill deficits that put children at risk for violence, substance abuse, suicide, and dropping out of school, Second Step can be adopted as a basic skill curriculum for prevention education. The curriculum contains three units, one each on empathy training, impulse control, and anger management, and lessons include training in accepting and valuing differences. The curriculum makes available tools that have proven effective in teaching prosocial behavior to elementary school children. Take-home letters for parents describing class activities are included. Each lesson consists of a coded 11 " x 17" photo card accompanied by a story with discussion questions. Tapes and a video are available to complement these activities. An appendix lists an annotated bibliography of 76 children's books; books lesson-by-lesson; 45 resources for parents and teacher; additional activities; a guide to feelings; problem solving materials; anger management materials; and a lesson presentation evaluation.

SECOND STEP: A VIOLENCE-PREVENTION CURRICULUM PRESCHOOL-KINDERGARTEN (AGES 4-6) TEACHER'S GUIDE.

Committee for Children,
172 20th Avenue
Seattle, WA 98122
($245; volume discounts available.
price includes two puppets, a song tape, video, and photo cards).

Second Step" for preschoolers and kindergartners is a curriculum kit designed to reduce impulsive and aggressive behavior in young children and to increase their levels of social competence by teaching skills in empathy, impulse control, and anger management. The kit, which is part of a series that includes curricula for grades 1-3, 4-5, and 6-8, can be integrated into early childhood programs and is a companion to the "Talking About Touching Early Childhood Kit," a personal safety curriculum. While personal safety curricula teach children not to be victims, Second Step teaches how not to become a victimizer, a " second step" in primary prevention. Because it targets skill deficits that put children at risk for violence, substance abuse, suicide, and dropping out of school, Second Step can be adopted as a basic skills curriculum for prevention education. Each lesson consists of a coded 11" x 17" photo card with a story and discussion questions. Role play is encouraged, and tapes and a video are available to reinforce concepts. Empathy training, impulse control, and anger management are fostered through teaching strategies that reduce social bias and promote recognition of the different feelings and needs of others. Implementing the curriculum and handling disclosure and reporting are discussed. Puppet scripts and take-home letters for parents are included. An appendix lists 142 books and resources for children and 11 picture sets and games, as well as additional activities and picture cards for discussion depicting several ethnic groups.

THE SOCIAL STUDIES CHARACTER/CITIZENSHIP EDUCATION CONNECTION (GRADES 9-12)

Includes practical suggestions for emphasizing responsibility in ELP and US History classes. A companion publication to "Building A Foundation for Citizenship". Available through the North Carolina Department of Public Instruction Publication Division.

STOPPING VIOLENCE

ETR Associates
Santa Cruz, CA
(800) 321-4407

This curriculum draws a distinction between healthy feelings of anger and its inappropriate expression. Eight risk-reducing lessons introduce middle school students to negotiation, humor, delay tactics, and other techniques to avoid or defuse potentially dangerous situations.

STRAIGHT TALK ABOUT RISKS: A PRE K-12 CURRICULUM FOR PREVENTING GUN VIOLENCE.

Center to Prevent Handgun Violence
1225 Eye Street, NW, Suite 1150
Washington, D.C. 20005
Grades Pre K-5

Straight Talk About Risks (STAR) is a pre-kindergarten through grade 12 curriculum designed to reduce the potential for children and teens to be injured or killed in gunfire. STAR is based on sound prevention practices developed from a pilot project in Dade County (Florida.) The flexible format allows activities to fit into a 3-week classroom unit or be taught over a number of weeks. Parents are a vital link to reduce gun violence among children and teens, and their involvement is integral to STAR. This curriculum guide for pre-kindergarten through grades 5 contains the following sections: (1) “Before You Begin – Orientation”; (2) “Suggestions for Parent and Community Involvement”; (3) “Activity Plans and Bibliography for Early Elementary Students, Grades Pre K-2”;

(4) "Activity Plans and Bibliography for Upper Elementary Students, Grades 3-5"; (5) "Academic Bibliography for Educators and Parents"; and (6) "National Directory of Violence Prevention Resources."

STREET PEACE
Bureau for At-Risk Youth
P.O. Box 760
Plain View , NY 11803-0760
(800)99-YOUTH Grades 9-12
Video-based program for urban African-American youth, specifically written for the Detroit area. Video uses real teens and does not glamorize violence. One lesson on peer mediation.

TEACHING STUDENTS TO BE PEACEMAKERS
Interaction Book Company
7208 Cornelia Drive
Edina, MN 55435
(612) 831-9500 Grades: K-12
A resource for school climate program covering important content areas. A good tool to augment a comprehensive strategy. Contains ideas for promoting co-operative learning, communication and anger management. Lots of activities and handouts. Includes a section on peer mediation.

TEENAGE HEALTH TEACHING MODULES: PREVENTING INJURIES AND PREVENTING VIOLENCE
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
The curricula are specifically designed to teach adolescents how to prevent injuries from unintentional and intentional causes. The curricula teach behaviorally based skills and concepts such as assessing risk, self-assessment and management, communication, decision making and setting goals.

TEENS, CRIME AND COMMUNITY
National Crime Prevention Council
1700 K Street NW, Second Floor
Washington, DC 20006-3817
(202)466-6272 Grades 7-12
Eleven sessions on crime and its victims with emphasis on crime prevention, community service and community action. Emphasizes the perspective of the victim. Uses group work and role play to challenge norms. Covers topics on child abuse, acquaintance rape, drug use and trafficking, drunk driving, and shoplifting. Companion booklets for extension to community settings (e.g. Boys and Girls Clubs, rural communities and adjudicated youth).

TREVOR AND TIFFANY THE TYRANNOSAURUS TWINS LEARN TO STOP BULLYING
Johnson Institute
7205 Ohms Lane
MN 55439-2159
(800) 231-5165 Grades: K-6
A 22-session curriculum aimed at aggressive students. Contains excellent background material. Lessons cover anger and problem solving with particular emphasis on coping techniques. Stresses the negative consequences of violence.

VIOLENCE IN THE SCHOOLS: DEVELOPING PREVENTION PLANS
Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302
(818) 591-9321 Grades: 5-9
Nine lesson program focusing on norms and citizenship. Students develop plans for a safe and peaceful hypothetical school. Good material on looking at and analyzing statistics. Includes teacher's guide and staff training manual. Content on drugs and alcohol.

VIOLENCE PREVENTION: A GROUP DISCUSSION APPROACH.

Office of Educational Research and Improvement
Washington,DC.

As a society, the United States is becoming increasingly concerned with the far-reaching consequences of childhood aggression and youth violence. This book offers a way in which educators can talk to k-12 students about violence. The step-by-step approach enables students to talk about experiences with anger, violence, threats, loss of control, regaining control, and the effects of witnessing violence. The session plans are broken down into three areas for easy reference: Primary, Junior/ Intermediate, and Secondary. The session plans themselves are grouped into theme areas - each theme area includes 3-5 session plans. A standard format is used throughout for easy implementation. Each session plan takes approximately 40 minutes to complete. A brief literature review is included which offers a definition of interpersonal violence and which explores individual, social, and environmental factors that may influence a person's violence potential. The program outlined here is a transformational model and aims to help students and teachers not feel overwhelmed by problems of violence. Discussion, art, films, and role playing activities are all utilized. Evaluations of the program and a presentation directed at parents are provided. Contains approximately 100 references.

VIOLENCE PREVENTION CURRICULUM (9-12) IN PITT COUNTY SCHOOLS

1717 West 5th Street
Greenville, NC 27834-1698

The goal of this curriculum is to decrease interpersonal violence among high school students through attaining the knowledge, attitudes, and skills for dealing with anger and conflicts. This ten-session curriculum is being taught in the ninth grade social studies or health classes in select schools.

VIOLENCE PREVENTION CURRICULUM FOR ADOLESCENTS

Education Development Center, Inc.
55 Chapel Street, Suite 25
Newton, MA 02158
(800) 225-4276 Grades: 9-10

A well laid out, tight, fairly easy to use 10 session program focused on reducing fighting. Nicely formatted background section. Well-integrated discussion of race and socio-economic status. Program appears to target an aggressive population. Good general discussion of interactive techniques. Part of Teenage Health Teaching Modules, a well-evaluated comprehensive health program. Contains material on drugs and alcohol.

VIOLENCE PREVENTION IN DAILY LIFE AND IN RELATIONSHIPS

Grades 5 to 8.
Health Curriculum Support Series

In 1991, the Domestic Violence Review, commissioned by Manitoba Justice, recommended that schools in Manitoba integrate a component on domestic violence into the curriculum. This document presents a teaching support for Health Curriculum in Middle Years (Grades 5-8) designed to prevent violence in daily life and in relationships. The unit is intended to promote an awareness and understanding of the nature and causes of conflict and violence; develop greater sensitivity to issues of conflict, abuse, and violence in daily life and personal relationships; promote understanding of the effects of violence upon individuals; develop personal values and attitudes toward coercion and violence; develop skills for the positive handling of conflict and anger to ensure healthy personal relationships and personal safety; recognize warning signs exhibited by those who are prone to violence; and understand that violence and aggressive behavior can be dangerous. The unit consists of 13 lesson plans. Lesson 1 introduces the unit, lesson 2 focuses on the meaning of violence, lesson 3 teaches how to recognize abusive behavior, and lesson 4 discusses how violence affects people.

Lessons 5 through 8 deal with facts, fallacies, and opinions; stereotypes; social attitudes; and debate. Lessons 9 and 10 focus on anger expression. Lesson 11 emphasizes healthy relationships, lesson 12 considers planning for protection, and lesson 13 looks at lifestyle. Twenty-two appendices provide student learning activities, information sheets for students (including legal definitions and concepts), and tips and information for teachers. Contains 27 references for student readers and 11 teachers' resources.

VOICES OF LOVE AND FREEDOM
67 Alleghany Street
Boston, MA 022120
(617) 635-6433 Grades: K-12
Creative, innovative program that uses a structured approach to children's books and multicultural appreciation to prevent violence while promoting literacy skills. Introduces 15-18 stories for teachers to choose from each year with a four-step approach to processing material. Strongly grounded in development research. Encourages cooperative learning. Includes a Spanish literature program that can stand alone.

WE CAN WORK IT OUT
Social Studies School Services
10200 Jefferson Blvd.
Culver City, CA 90232-0802
(310) 839-2436
A classroom resource manual with lesson plan and activities for middle and high schools to teach mediation skills to all students.

WHO'S HURT AND WHO'S LIABLE? SEXUAL HARASSMENT IN MASSACHUSETTS SCHOOLS. A CURRICULUM AND GUIDE FOR SCHOOL PERSONNEL
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169
A curriculum and guide for all members of the school community. This publication defines sexual harassment, explains the legal issues involved, describes administrative strategies, and presents student activities and classroom lessons on the subject.

WIN WIN!
Peace Education Foundation
1900 Biscayne Blvd.
Miami, FL 33132-1025
(800)749-8838 Grades 9-12
A 24 lesson program with a good video to enhance lessons. Good coverage of important skill areas. Engaging and very thorough student materials. Covers issues in an open and down-to-earth manner. Contains sessions on sexual harassment, domestic violence and family conflict.

WORKING IT OUT
Quest International
P.O. Box 4850
Newark, OH 43058-4850
(800) 446-2700 Grades: 4-6
Well-organized 10 session program. Lots of material on infusion and energizers to make curriculum lively and fun. Includes a family resource folder, and administrators' guide on school climate. Content on drugs and alcohol.

WORKING TOGETHER: BUILDING CHILDREN'S SOCIAL SKILLS THROUGH FOLK LITERATURE
P.O. Box 99
Circle Pines, NM 55014-1796
(800) 328-2560 Grades: 3-6
A solid social skills program, which could be infused in a language arts curriculum, integrating multi-cultural folk tales in weekly lessons. Lots of emphasis on proactive peace building skills. Role plays included in every lesson with lots of opportunities for practice. Folk tales presented on 5 audiocassettes, black line masters skill posters. Eight lessons at end of program emphasize skills related to academic performance. Family component.

WORKING TOWARD PEACE
Quest International
P.O. Box 4850
Newark, OH 43058-4850
(800) 446-2700 Grades: 7-9
Thorough and well-organized program with 22 sessions and a 6 session basic life skills "skills bank." Well laid out strategies for anger management and problem solving. Content on drugs and alcohol in other modules. Consistently sensitive to the heterogeneity of American culture. Frequent reminders to teachers to tailor lessons to class makeup. Lots of instruction and material for infusion and team teaching. Includes a service learning project.

YOUTH AS TRUSTEES/YOUTH IN GOVERNANCE
Community Partnerships with Youth, Inc.
2000 North Wells Street
Fort Wayne, IN 46808
(219)422-6493 Grades 7-12
Youth as Trustees is an organized, 37 lesson program which seeks to take advantage of adolescent idealism. Clever games and energizers to involve students, build community, and process concepts. Uses community service and team building to create a positive peer group. Teacher's guide with background material, teaching techniques and evaluation survey instruments. Youth in Governance is a leadership training program with 12 sessions on technical skills and 15 sessions on interpersonal skills. Training in communication and problem solving. Sensitive to adolescent needs. Guidance on setting up opportunities for youth leadership.

PROGRAMS

- 1998-99 LEA Spotlight Programs
- Survey of Safe & Drug Free School Coordinators: Promising & Effective Programs
- Alternative Education Programs

1998-99
LEA SPOTLIGHT
PROGRAMS

SPOTLIGHT PROGRAMS FROM LEAs 1998-99 SAFE AND DRUG-FREE SCHOOLS GRANTS

Alamance-Burlington School System

Teens Smoking Project: Grade 9-12

Student representatives from Eastern Alamance High School's S.A.V.E. Chapter and the PALS (Peer Helper) conducted a survey on teen smoking. Based on survey results the students decided to focus on two areas: Awareness of the greater cost and effects of smoking, and support for students who smoke and want to quit. A Smoking Awareness Week was held during March. The week was filled with many activities designed to heighten students' awareness of the negative effects of smoking and to reduce the number of students attempting to smoke at school. Students were given the opportunity to participate in weekly support group for smoking cessation. These efforts, plus administrative efforts to provide counseling to smoking violators, have resulted in a significant decrease in smoking on campus and related out-of-school suspension. The Tobacco Free Schools Program was used.
Contact: Jim Wise, Eastern Alamance High School at (919) 563-1175.

Anson County Schools

Peer Mediation: Grades 7-12

A team of students at both the middle and high schools are trained to mediate a problem which occurs between two of their peers, rather than an administrator having to settle the problem. Teachers, counselors, and other students who are aware of a problem that has occurred or is developing between two students, can refer the students to peer mediation. In each case, the two students in questions have an opportunity to decide whether or not they choose to participate in the mediation process rather than letting a problem continue to build until it gets out of hand or rather than receiving immediate administrative correction. 98% of the mediations are resolved positively, and school personnel laud the student mediators for being able to lead their peers to peaceful resolution of a problem rather than having it escalate into a situation requiring administrative action.
Contact: Frances Williamson at (704) 694-4417

Buncombe County Schools

5th Annual School and Community Conference

The Safe and Drug-Free Schools program hosted the 5th Annual School and Community Conference. It is their goal to promote the collaboration between school and community and provide quality staff development. The evening workshop entitled "Effective Parenting Techniques for Young Children" was offered free of charge to all staff members of preschools, teachers, counselors and parents in Buncombe and Madison Counties. The day long workshop was entitled "Faster, Better, Briefer Counseling: Solving Family Problems through Strength Assessment". The workshop was open to all school and community counselors.
Contact: Doug Jones at (828) 255-5960

Camden County Schools

R.E.S.P.E.C.T. (Reaching Every Student and Parent through Effective Communicative Techniques): Grades 9-12

RESPECT was developed to help students deal with their parents and the conflicts and stresses of today's home environment. This program opens new avenues through which both student and parent can interact in a positive, supportive and fulfilling manner. Through open channels of communication, a common ground can be reached to overcome the problems and misunderstandings which usually result in dysfunctional family situations. A collaborative effort using various school and community resources is used to develop programs of awareness, positive self-esteem and a sense of purpose and belonging. Two important factors govern the program planning for RESPECT. First, "What's Up?" meetings are held at the high school on a regular basis during lunch.

Students meet with the principal and guidance counselor and discuss current issues that they feel need to be addressed. Secondly, the RESPECT committee meets regularly in the evenings to discuss other issues that affect young people at home and school. Committee members consist of parents, students, administrators and business people. Representation includes all grade levels. A critical part of meeting is allowing time for an open forum to hear suggestions and recommendations from students and parents to help the administration improve the overall effectiveness of Camden County Schools. Programs are then based on identified "needs." Past presentations have included: Suicide, Satanism, Overcoming Tragedy and Drugs and Alcohol.
Contact: Lynn Hodges at (252) 335-0831

Catawba County Schools

Parents and Educators Advocating Responsible Lifestyles for Students (PEARLS)

PEARLS is a collaborative effort between school personnel and parents in the St. Stephens High School district. A primary objective has been to encourage parents to be more involved in assuring safe and drug-free lifestyle for their children. In order to accomplish this, a Parent Communication Network has been established. Each year parents are recruited to join the network. Goals of the network are: 1) To recognize and learn how to deal with problems as they arise; 2) To set guidelines for our teenagers and help them make safe and wise decisions; 3) To communicate with other parents and educators and to build awareness of the problems facing our teenagers; 4) To be a catalyst group for a community-wide prevention effort; 5) To provide and help sponsor drug-free activities; 6) To encourage and promote fun, safe, and healthy opportunities for teens; 7) To support each other in communicating a NO USE message to our teenagers and 8) To help provide resources for parents, educators, and teens.
Contact: Patrice Hensley at (828) 464-8333

Cleveland County Schools

Peer Helper Elective Course for Credit: Grade 9-12

The Peer Helpers course is a semester-long curriculum where students are trained in basic helping relationships, communication skills, decision-making, and other life skills. Topics include substance abuse, suicide prevention, grief and loss, team building, communication, domestic violence, and other pertinent issues relevant to teens. Course components include a 10-hour volunteer service project within the community. Students completing the elective course receive school credit and may apply to become a credentialed peer helper.
Contact: Bill McCullough at (704) 487-8581

Columbus County Schools

Peer Mediation at South Columbus High School : Grades 9-12

Mediators receive an introductory 2-day training in a retreat setting. The training is continued in after-school sessions throughout the year. Six months after the initial retreat, mediators receive another 2-day advanced training. The focus of the training is on the mediation process itself, as well as communication skills. There have been many positive aspects of the Peer Mediation Program. Administrators point to the overall reduction in disciplinary problems. Students feel that they are part of the solution and not just part of the problem and they report an enhanced sense of calm in the school.
Contact: Jimmy Spivey at (910) 642-5168

Whiteville City Schools

Mentoring Program: Grades 6-8

Teachers, counselors, the court system and other adults that are aware of the student's needs, refer students participating in this program. Students fill out applications and go through a screening process that includes contacting and receiving permission from the parent for the child to participate. The program is set up so that one adult volunteer pairs or is matched with one student. The

adults have a chance to read the student's application, so they can choose a student with whom they feel they have something in common. The adult volunteers may choose how they work with their individual student. They may take them to or participate in sports events, take them out to eat, to a movie, concert and/ or help them with homework. The program also provides group events and after school programs designed for participation by both the mentor and his/her match. The after school program is held three days per week. Students are given descriptions of classes. Classes offered are art, dance, computer, step team, etc. In addition, tutoring is offered to students who are having difficulty in the basic core subjects of math, science, social studies and communities skills. This after school program is specially designed to meet the needs of not only at-risk youth but also latch key kids.
Contact: James Prevatte at (910) 642-4116

Davidson County Schools
STARS PROGRAMS: Students Teaching and Reaching for Success: Rising 7th Graders
Duracell USA funded a summer day camp for at-risk students from the two middle schools. The program was designed to reach rising 7th graders who for a variety of reasons were not experiencing success in school. Administrators, guidance personnel, and teachers nominated these students for the program. This camp is an attempt to keep young people in school, to improve their attitude towards school, to prevent future dropouts, to practice the development of life skills, and to integrate them into peer groups. The program was well received by parents and students alike. Many parents had not had positive school experiences and appreciated their child being offered this opportunity. The camp focused on self-expression, improving peer relationships, learning about alcohol and other drugs, and self-development through adventure-based activities.
Contact: Kathy Jordan at (336) 249-8182

Duplin County Schools
Youth Issue Forum
Youth Issues Forum is collaboration with several other county agencies. This is the fifth year that the forum has been held. Topics have included Warning Signs of Drug Use; The Cult; Violence in the Schools: Peer Mediation; Positive Discipline; Ethics on the Internet; A Safe Environment and many more. The forum has become an annual event for teachers and other agency employees. Each agency puts up booths with valuable information to educators on violence and drug-free messages and the services that they have available to provide for youth.
Contact: Pam Edwards at (910) 296-1521

Gaston County Schools
Quest Program: Grade 6-12
The Quest Program, an adventure-based counseling model, includes a wide variety of initiatives and activities that have been developed in areas of acquaintance, de-inhibitors, trust, communication, decision-making, problem-solving, conflict resolution, personal responsibility and social responsibility. There is a 3-way pact among the student, teacher and parent for 12 weeks. The students are generally already court involved or those who appear heading in that direction. The students are pulled out of electives once a week for 12 weeks for this individualized small group program.
Contact: Dr. Melinda Ratchford at (704) 866-6251

Gates County Schools
The Gates County High School DREAM Team: Grades 9-12
Ten high school athletes were trained to be part of a team that committed to promoting a drug-free lifestyle for younger students in Gates County. The DREAM Team (Daring to Role model Excellence as Athletic Mentors) travels to the elementary and middle schools and talks to younger students about how to be successful academically and athletically. Points stressed are sportsmanship, dedication and self-discipline, behavior, peer pressure, athletic

eligibility, grades, and attendance. Most importantly, they talk about alcohol and drug prevention and stress the fact that successful athletes stay away from harmful substances and keep positive attitudes. Contact: Adrienne Bradley at (252) 357-1113.

Granville County Schools
Family Connections Program
The Family Connections Program takes a multifaceted approach to provide services to the student population and their families. The program impacts behavioral, emotional, and academic concerns that teachers and families have about students, yielding significant short and long-term results in both the remediation and prevention of these concerns. The premise of this program is to work with families, acknowledge that parents are the experts on their child, and enlist their support and wisdom in working with their child. The ultimate goal of the *Family Connections* program is for the child to succeed in school.
Contact: Judy Melton at (919) 693-4613

Johnston County Schools
Conflict Resolution/Character Education: Grade 6
Sixth grade students were specifically targeted as they are the entry grade to middle school. A provision of skills to build character and for staff and students to co-exit peacefully was a primary focus. It is a program consisting of five lessons. Program components include: Get the Facts, Active Listening, Body Language/Tone of Voice, "I" Messages, and Brainstorming. The lessons were presented in a classroom setting utilizing worksheets, role-plays, classroom discussion, and videos. A great tool of this program was that it promoted the student looking at his/her communication style and the way he/she handles conflict. Program Evaluation included the use of surveys. The outcomes were that students were better equipped with the skills to successfully communicate with their peers and staff without resulting in conflict.
Contact: Shirley Cohen at (919) 934-9810 ext. 234

Lenior County Schools
Middle School's Peer Mediation: Grades 6-8
Savannah Middle School's Peer Mediation /Peer Helper Program has received state recognition at the NC Association of School Administrators conference. The guidance counselor and program coordinator feel this program has contributed to school safety and service learning. They feel students have learned the skills necessary to resolve their own conflicts before they become major discipline problems. The peer helpers have also been utilized to welcome new students and to assist with other school wide activities such as career day.
Contact: Susan Baker at (252) 527-9973

Charlotte-Mecklenburg Schools
The D.R.E.A.M. Team: Grades 9-12
Drug Resistance Education by Athletic Mentors (D.R.E.A.M.) Team is a peer leadership group. Athletes enjoy special status in school and have a great deal of influence over their peers. They selected athletes to be trained by the Chemical Dependency Center in Charlotte. They also received training of effective presentation skills and learned how they can serve as positive role models in their schools. The high schools each plan and implement their own distinct project which includes academic tutoring programs, individual student mentoring and recreational programs. A primary target group for D.R.E.A.M. Team activities are elementary and middle school students who exhibit risk factors for substance abuse. They provide tutoring, serve as mentors and conduct classroom presentation. They have conducted parent workshops for at-risk students. They use a curriculum, which includes lessons in conflict resolution strategies, refusal skills, presentation skills, and substance abuse prevention education.
Contact: Dr. Ralph Taylor at (704) 343-3768

Mitchell County Schools
Peer Helper Program:
Grades 6-12
Middle and high schools students are chosen to be trained in the basic Peer Helper skills and conflict mediation. The Mitchell County Peer Helper Program was established to promote the following: 1) To enable students to establish and maintain leadership skills; 2) to provide remedial help for lower academic students; 3) to provide students with problem solving skills; 4) to prevent school violence; 5) to provide a blending of students at all social and economic levels; and 6) to provide students with closer ties to faculty and administration.
Contact: Robert Arrowood at (828) 688-4432

Montgomery County Schools
C.O.P.S. (Community Oriented Policing Services) all ages
C.O.P.S. was implemented in the summer of 1997 through the joint efforts of the Montgomery County Sheriff's Department, the Montgomery County YMCA and the Montgomery County Schools. COPS takes a recreation and a drug, alcohol and violence prevention program to children in high-risk areas in different communities throughout the county. The program directed by the school resource officers quickly became the most successful new program in the county. The summer juvenile crime rate in high-risk neighborhoods dropped to zero and the overall yearly juvenile crime rate dropped 34%.
Contact: Pat Harrison at (919) 576-6511

Onslow County Schools
Students Against Violence Everywhere (SAVE): Grades 9-12
SAVE is the student-initiated, student-managed organization that promotes non-violence within the school and community. The program is open to all students who want to work toward an attitude and atmosphere of non-violence. Violence has drastically declined at the high school since SAVE was organized. Students are trained to become peer mediators to help students solve conflicts in a non-violent manner. The students work hard to provide activities throughout the year on campus and in the community to promote a non-violence environment. The SAVE Club's activities include essay contests, a fight-free campaign, golf tournament, scrap books, peer mediation training for members, dances, visits to elementary schools, community service projects and the selection and ordering of relevant videos.
Guidance Counselor at Dixon High School at (910) 347-2958

Orange County Schools
Teens Against Tobacco Use Program: Grades 4-12
The Teens Against Tobacco Use Program involves adolescents, ages 14-17, in teaching children in grades 4-6 to avoid tobacco. The purpose of the training is to teach to students in grades 9-12 effective teaching skills, tobacco facts, and how to develop and present a lesson. Following the training, students were assigned to teach approximately two classes at one of the six elementary schools. They deliver lessons on the effects of smoking, why people smoke, and how tobacco ads influence people to smoke.
Contact: Donna Williams at (919) 732-6271 ext. 259

Elizabeth City-Pasquotank Public Schools
Peer Mediation Program at H.L. Trigg Alternative School
A Peer Mediation Training Workshop was offered to students, teachers and parents at the H.L.Trigg Alternative School. The workshop was a two-day session of intensive training for all participants. A variety of teaching styles in the delivery of the training took place. Students learned and retained by actively participating in the role-playing and experimental learning styles. Students were taught sufficient skills and given information to begin an active Peer Mediation program. Students created an action plan identifying time line goals. Parents were involved in establishing an

advisory board to maintain the program and work with the students to get the program off the ground. Teachers were involved in the screening selection of the supervisory staff members and of mediators.
Contact: Holly Glenn at (252) 338-9777

Pender County Schools

Burgaw Elementary Peer Mediation Program: Grades K-5

Peer Mediators receive their basic training twice each week during first semester of the third grade. When students become certified, they attend weekly training and follow-up sessions for as long as they are enrolled in Burgaw Elementary. A total of 41 "Peacemakers" are certified in the third, fourth and fifth grades. All students in the third, fourth, and fifth grades have weekly sessions to practice the skills of "crossing" the Conflict Resolution Bridge learned in the Peacemaker program. Certified Peacemakers take turns being leaders and presenting the "conflict of the week" to their classmates who pair up and try to come up with the most creative solution. Peer mediators are available at all times for teachers and students to call upon to mediate disagreements between classmates. In a survey conducted by counselors, 76% of the students said they thought the Conflict Resolution Programs had helped Burgaw Elementary become a better place where students solve problems more peacefully than before the program started.
Contact: Susan Sowers at (910) 259-2633 ext. 222

Perquimans County Schools

Teens Against Tobacco Use- Perquimans High School Grades 4-6 and 9-12

"Teens Against Tobacco Use" (TATU) program is teens teaching younger children to make healthy choices about tobacco use. Younger children will see tobacco-free teens and believe that smoking cigarettes or using tobacco is really uncool behavior. TATU members role-play and draw on real-life experiences appropriate to the age of their audience to help promote that saying NO is acceptable. The students participating in this project are a part of the S.U.R.G.E. (Student Athletes Using Responsible Guidelines to teach Effective Drug Education). The goals of this project are to 1) increase students' awareness of their ability to choose a healthy lifestyle; 2) empower students to become advocates for a tobacco-free society; 3) provide students, their families and their teachers with up-to-date tobacco-use prevention materials designed especially for them; 4) focus media attention on these students as the ambassadors and advocates of a new tobacco-free generation; 5) increase students' awareness of the influence of tobacco and cigarette advertising that encourages young people to become users of the products. After the TATU members teach their lessons, they eat lunch with the elementary students, play with them on the playground and informally talk with them.
Contact: Jeanie Umphlett at (252) 426-5741

Pitt County Schools

Pitt County Teen Court: Grades 6-12

Teen Court of Pitt County is a broad-based community initiative that grew from the work of the Pitt County Safe and Drug-Free Schools Advisory Committee. It is designed to promote and provide a "positive peer pressure" forum for middle and high school youths as an early intervention and violence prevention model. Certain first-time, minor offenders of the law, upon referral by the district juvenile court intake counselor and school resource officers, become involved in this diversion alternative rather than the traditional juvenile court process. Teen Court seeks to educate, encourage and empower youths themselves to become an active "part of the solution" toward dismantling and deterring unlawful, inappropriate and unwholesome behavior, while advocating and promoting both personal and peer accountability and positive citizenship.
Contact: Arlene Ferren at (252) 830-4237

Polk County Schools

Project C.A.R.E. Grades K-12

Students at Polk County High School helped to develop and implement an original program that focuses on conflict resolution responsibility education. Project C.A.R.E. (Conflict, Awareness, Responsibility, Education) is a program developed by students for students. The program utilizes high school students to go into the classrooms of middle and elementary school students. The older students take their non-violence and no drug use message into the classroom and use music and drama to add spice to their presentation. 30 high school students were trained on a variety of violence and substance abuse prevention information. The high school students spend two days educating the students and spend additional days working in the classroom as tutors and mentors to students at risk for academic failure.

Contact: Kim Davis at (828) 894-2525

Rockingham County Schools

Big Buck$: A Creative Discipline System Grades 3-8

Big Bucks was developed by two middle school teachers. They quickly discovered that the disciplinary techniques of the past no longer worked. By the end of the day, they were frustrated and emotionally drained. The *Big Bucks* system evolved from that frustration. By maintaining a firm set of rules, limits, rewards and consequences, *Big Bucks* supports a teacher-controlled environment. The system is transparent and easily integrated into the learning environment. *Big Bucks* creates an environment of positive peer pressure that increases a teacher's influence. And when teachers can influence children, positive social behavior is the result. *Big Bucks* is a powerful classroom management system. It sends a clear message to students: positive behavior is acknowledged, respected, and rewarded.

Contact: Carolyn Pruitt or Joanna Hazelwood at (336) 342-4726

Rutherford County Schools

Character Education: Grades K-5

The Rutherford County Schools Character Education K-5 Curriculum was developed and implemented for the 1997-98 school year. This endeavor involved community leaders, prevention specialists, counselors and teachers. The community leader team carefully selected six character traits. These traits are responsibility, courage, caring, respect, honesty, and fairness. The curriculum was designed by the counselor team to enhance these traits which are first taught at home. A strong foundation in the selected traits would strengthen students' resistance to negative peer pressure, violence, and substance use/abuse. K-5 teachers participated in inservice training provided by the Character Education Coalition. Videos and audiotapes as well as activity books were provided to teachers.

Contact: Rosemary Smith at (828) 286-2757 ext. 171

Sampson County Schools

"A Day in May" Grades K-12

"A Day in May" is an attendance celebration and mentoring program for at-risk students in grades K-12 that began six years ago as the positive reinforcement aspect of the attendance policy. It is available to all students showing 0 absences by a set day in May. The program was such a success and the numbers increased so drastically due to the carry over effect that it became obvious to coordinating personnel that it could be used as an excellent forum for leadership and student mentor training. This is a natural outgrowth of the concept that students will not be absent for disruptive or violent behavior or involvement with alcohol or other drugs. The number of students involved for 1997-98 totaled 761, which represented approximately 11 percent of membership. The students attending are grouped K-5 and 6-12 for age-appropriate movies and entertainment/motivational activities. The "Day In May" celebration has been a positive reinforcement for those students exhibiting accepted behaviors, but as a catalyst for discussion among students

in carrying the message of reward for these behaviors to those students who have yet to be involved. The socializing of students with teachers and administrators has been positive for both by affording a bonding experience that many times does not occur in the school setting.
Contact: Tommy Daughtry at (919) 592-1401

Stokes County Schools

Middle School Inter-County Basketball League: Grades 6-8

The middle school interscholastic basketball program at the three middle schools in Stokes County could not accommodate the number of students that were interested in participating. Students that were excluded from the teams felt alienated, parent support decreased, and the students were left with no worthwhile activity after school. As a result, an inter-county basketball league was developed. This league was comprised of all students that wanted to play on a school basketball team and met the academic and behavioral standards. Coaches for these teams participated in professional development that addressed coaching skills and strategies needed to work with at-risk students. Seven teams were formed for 1997-98. A regular competitive season was planned culminating in a one-day tournament and pizza party celebration.
Contact: Jane Williams at (336) 593-2528

Elkin City Schools

Red Ribbon Week: Grades K-6

During Red Ribbon Week, many activities were planned such as parents' bulletin board with a drug-free message, banners for each grade completed in art class, essay contest for grades 2-6, spots on the local radio station, red ribbons tied on downtown light fixtures by school board members and school administrators, and a parade through downtown Elkin. The parade on October 21 was a total school effort. The day was declared Wear Red Day, and students either wore red or a t-shirt with an anti-drug message. The entire student body of Elkin Elementary School marched through downtown Elkin chanting raps and carrying banners and balloons.
Contact: Pennie Allen at (336) 835-2756

Swain County Schools

Peer Helper Program: Grades 11-12

Our peer helper students are involved not only at our high school, but also at all the schools in the system. Only upcoming juniors and seniors are eligible. They go through a three-day training session in the summer. In the five years that peer helpers has been in place, they have had over 400 student contacts in which they do tutoring sessions or conflict mediation sessions. They have also been involved in "Adopt a Freshman" programs where peer helpers are paired with students who need a bit of extra support at the beginning of the year. They take part in "Save a Sweetheart" program aimed at reducing teen use of tobacco. They also help with the "Great American Smokeout." They have sponsored a "Create a Date Program" aimed at preventing teen pregnancy. They make presentations to elementary and middle school students concerning seat belt safety, alcohol and drugs, staying in school, and conflict resolution.
Contact: Dan Trehern at (828) 488-3129 ext. 235

Wayne County Schools

Project Graduation: Grade 12

Project Graduation is an all-night alcohol and drug free celebration that provides our seniors with an alternative opportunity to celebrate without the abuse of drugs and alcohol. Our students deserve the best memories possible from their graduation night and, through community support, we provide them with those memories as opposed to hangovers, confrontation with law enforcement officials, traffic accident and ultimately embarrassing memories. Last year approximately 1,500 students attended with more than 500 staying all night. In excess of $5,000 in cash is donated annually to this event along with food and door prizes valued at an additional five to eight thousand dollars. And, for the eighth year,

Deacon Jones Buick-Pontiac-Chrysler-Plymouth-Dodge, Inc. of Smithfield, had donated a sporty car to be given away as the grand prize. Project Graduation is not a party planned by adults for students. Instead, a Student Steering Committee, comprised of five students and two adult advisors from SADD Chapters, work as a decision-making team for six months to plan and execute this event. Since the inception of this innovative project, not even one high school student has been involved in a traffic accident or fatality on graduation night.
Contact: Allison Pridgen at (919) 705-6199

Yadkin County Schools

Teen Talk: Grades 6-8

"Teen Talk" is a program designed to offer information and positive direction for girls entering their teen years—sixth, seventh and eighth graders. It was offered after school at one of Yadkin County Schools' Support Our Students sites. School social workers run the program on a club format with the girls being involved in planning subjects for discussion and activities. They meet for eight weeks for one day per week. Guest speakers are provided on subjects such as self-esteem-building, resistance to alcohol/drug pressures, body image and media messages. Social workers facilitated discussion on a wide range of topics. They also managed to include a service project during April, Child Abuse/ Neglect Prevention month. At the end of the year, a banquet is held. For most girls, it was a first experience in an extracurricular/ club type of activity. According to surveys completed, many had concerns regarding use of drugs/ alcohol in the home, conflict with parents or parents' boyfriend, and trouble fitting in with peers, along with other stressors. This type of activity is important for both prevention and intervention regarding long-term drug/ alcohol and violence.
Contact: David Brown at (336) 679-2051

Yancey County Schools

Take A Step Day: Grades K-5

Micaville and South Toe Elementary Schools took part in "Take A Step Day." The Yancey County Commissioners designed the day for all organizations who wished, to talk about what they could do to help curb drug related problems within their county. Students from both elementary schools, under the supervision of the counselor, planned a program for the school and their parents. The major focus for the K through fifth students was "Take a step to stand up against drugs and make a commitment to make a difference by not using drugs." All students participated and had some part in the program. One group did a play on the dangers of drugs, some performed songs they had written, some did a puppet show with drug free messages, others wrote essays and read those to the audience, and some did posters for display in various public buildings in town. The local newspaper gave the groups coverage with articles and publication of one poem.
Contact: Rhonda Penland at (828) 682-4018

Center for the Prevention of School Violence
20 Enterprise Street, Suite 2
Raleigh, North Carolina 27607
(919) 515-9397 or (800) 299-6064

School Resource Officer Program (SRO)

A School Resource Officer (SRO) program places law enforcement officers in schools, with the goal of creating and maintaining safe, secure, and orderly learning environments for students, teachers, and staff . With such a program, the officer represents much more than "the cop in the shop." A SRO program reflects a community's desire to ensure that its schools are safe, secure, and orderly. SROs represent a proactive strategy designed to bring prevention and intervention into the schools.

Teen, Crime, and the Community (TCC)

TCC is a law-related education project, which is part of a national effort to reduce the incidence of teen victimization and to empower students to get involved in violence prevention efforts to make their schools and communities safer. It began in

1985 as a result of a partnership formed between the National Crime Prevention Council (NCPC) and the National Institute for Citizen Education in the Law (NICEL). TCC has three components. The first component is the law-related education curriculum. The curriculum consists of a textbook, which has eleven chapters that cover subjects ranging from acquaintance rape to shoplifting. The chapters can be infused into a variety of subject areas and grade levels. The second component involves outside resource people (ORPs) who lend their expertise to the classroom as students work through the interactive lessons. This is an opportunity for youth to have positive experiences working alongside adults. Youth-led action projects are the third component. These projects allow students to conduct victim assistance and crime prevention projects that address the needs of their schools and communities. The program has been implemented in grades six through twelve, and several community and after-school settings. Students who participate in TCC are more likely than other students to 1) reduce their delinquency and association with other delinquent peers; 2) increase their empathy for others and form a bond with the community; 3) show greater respect for law; and 4) participate actively in class and school.

Youth Leadership and Advocacy Program

Youth leadership training brings together young people who are interested in learning leadership and advocacy skills. The program allows students to use their talents and enthusiasm to address issues that affect their lives. Participants have examined the risks young drivers face and graduated licensing as a means to reduce these risks. Other issues that were examined included juvenile violence and juvenile media violence. The National Youth Leadership Program consists of four parts: 1) focus groups; 2) training; 3) advocacy; and 4) a summit. Focus groups are held on the first day of the training. It is during this time that youths are able to clarify issues and set a direction for their activities. The training component shows youths how to lobby, handle the media, and form coalitions. Over several months, youths work in their community to advance their cause. A summit at the state capitol brings the advocacy activities with key state government leaders. The summit focuses attention on the positive contributions young people make in their communities. Youth leadership training provides youths with essential leadership skills that are applicable to any problem they may wish to address.

Conflict Management Skills and Peer Mediation Programs

Everyone needs to have skills that will help him or her manage conflicts, which arise daily as part of life. Teaching conflict management skills to teachers and students helps create schools that are more conducive to learning. By being taught these skills, everyone is better able to handle inevitable conflicts. Peer mediation programs focus on enabling students to be active participants in the management of conflict. They are based upon the idea that conflict in school environments is best handled when students take an active role in addressing it. In these programs students are trained to manage conflict through the acquisition, development, and application of communication skills. Respect for others, cooperation, and understanding is emphasized as critical in the successful management of conflict. The teaching of conflict management skills is often initially directed at teachers. With this strategy, teachers undergo training in conflict management skills, which they then take back to their classroom. Either explicitly through curriculum or implicitly through behavior, teachers expose their students to these skills in an effort to help their students better manage conflict. Peer mediation programs teach students how to manage conflict with the help of their peers. Through the use of simulations, students are exposed to skills they can use when involved in real conflict. Students are instructed that rules should be established to set the boundaries of conflict management. They are trained in "active listening" as they role-play as disputants or mediators. They learn how to identify facts, issues, and alternative solutions concerning inevitable conflicts. Agreement between the disputing parties is highlighted as the end result of the mediation process. An understanding of the consequences of failing to live up to an agreement is given attention. Schools, which rely upon the teaching of conflict management skills, enrich their ability to manage conflicts by emphasizing skills everyone needs to manage conflict. Schools with peer mediation programs can rely on the students who have been trained in peer mediation to serve as mediators of conflict. Learning to handle conflict is a meaningful and relevant life skill that can be carried into a world that is too often dominated by conflict.

Students Against Violence Everywhere (S.A.V.E.)

S.A.V.E. is an international, volunteer organization that relies on student participation. The first S.A.V.E. chapter was formed in Charlotte, NC, in 1989 after a student at West Charlotte High School was killed at a Friday night party. Students at West Charlotte High responded to the tragic death of Alex Orange by organizing the first S.A.V.E. chapter in the country. The motivation of the students was to stop violence wherever it might occur through the promotion of principles associated with nonviolence. Through school and community events, students promote nonviolent solutions to conflict. Student-driven approaches to preventing school violence are needed because they empower students. By relying on students to take lead roles, such approaches give students some control in a world which, for many of them, seems out of control. They are enabled to take responsibility for what happens. The emphasis on nonviolence in the S.A.V.E. approach helps counter the violent world to which many students are exposed today. In many schools, teachers and other school staff provide some direction about possible student-driven approaches to pursue. Adults may be involved to the extent required for permission to carry out activities or to use school facilities or they may help facilitate community activities that such approaches may pursue. However, the key point to keep in mind is that the responsibility for carrying out these approaches lies in the hands of the students. They are ultimately responsible for creating, directing, and pursuing them; this is what makes these approaches valuable. Students have the most at stake if their learning environments are not safe and secure; giving them opportunities to have a voice in creating such environments is critical. By doing so, student-driven approaches enable students to be responsible, contributing members of their schools.

Teen Court and Student Court

Teen Court and *Student Court* offer particular types of law-related education. With these strategies students gain first-hand exposure to judicial procedures. *Teen Court* is operated in cooperation with the court system. *Student Court* takes place within the school, but is based upon the procedures of the court system. Both teach students about the judicial system. *Teen Court* takes place as an alternative to the real judicial system for offenses. In *Teen Court*, decisions focus upon appropriate punishment for criminal actions student defendants have admitted doing. It addition to admitting wrongdoing, students give prior consent to abiding by the decisions of the *Teen Court*. If they do not, the real judicial system awaits them. By participating in *Teen Court*, students avoid adjudication in the juvenile justice system. Students take active roles in the conduct of *Teen Court*. In addition to being the defendants, students act as jurors and attorneys. Real judges preside over *Teen Court* and real attorneys provide guidance to student attorneys, but students comprise peer juries and are responsible for determining constructive sentences for the offenses, which have been admitted to by the student defendants. *Students Court* is used in the school setting as an alternative to traditional school discipline procedures for violations such as using profanity, smoking, cheating. It relies on student participation in the roles of judge, jurors, attorneys, and other court personnel. Again students are the defendants. No determination of guilt or innocence is made, but peer juries or a student judge suggests appropriate sentencing. The school administration then reviews the *Student Court* action. Students who have exhibited disruptive behavior in the classroom will be brought into *Student Court* and judged by a jury of their peers. Peer influence has proven to be an effective influence to hold youths accountable for their actions, as well as helping students develop valuable skills that will aid them in becoming more responsible students and productive young citizens. *Student Court* is often pursued as part of law-related education curriculum. Students learn about court procedures in their classes and apply that learning in *Student Court*.

Reaching Youth Out of the Education Mainstream (YOEM)

YOEM focuses on alternative schools/programs that are addressing the needs of young people who may be influenced by environment risk factors. This includes youth who experience truancy, expulsion, absenteeism, or suspension from school, drop-out factors (lack of self esteem, lack of motivation in academic performance, lack of understanding), and the fear of going to school due to violence or the fear of violence. Another focus of YOEM is the need for adjudicated youth to be reintegrated into the school setting from a juvenile justice placement. Selected school sites have put school/community teams consisting of educators, law enforcement officials, juvenile justice professionals, parents, and community activists into place who will: 1) participate in training on approaches for problem solving in the areas of school violence prevention and assisting those students who are at risk of leaving the education mainstream; 2) facilitate the development of a school/community specific plan for dealing with those students who are at risk of leaving the education mainstream; 3) receive resources from the Center for the Prevention of School Violence to plan and conduct their individualized project; and 4) evaluate the results of site projects to derive lessons for others who work with youth who are at risk of leaving the education mainstream. The goal of YOEM is three pronged: 1) to reduce the number of youth who are in danger of leaving or have left the education mainstream; 2) to heighten the awareness of the growing problem of youth out of the education mainstream; and 3) to recognize the need for prevention/intervention programs that address the risk factors in their lives and maximize the protective factors. By providing information, program support, and evaluation of this initiative, the Center hopes to curb the rise of school violence and prevent students from exiting the education mainstream.

Communities in Schools of North Carolina, Inc. (CIS)
222 North Person Street
Raleigh, North Carolina 27601
(919) 832-2700

What is CIS? CIS brings hands in need together with hands that can help. CIS is a process that connects community resources with students and their families at the school site to ensure that youth stay in school, learn needed skills, and are prepared to enter the world of work or post secondary education upon graduation.

How does CIS work? CIS supports the development of collaborative community strategies for improving the way existing programs and services serve students and families. Students' school failure is the result of multiple stress, most often from factors outside school. The CIS process enlists, coordinates and facilitates the delivery of already existing community resources to the school site. Within a school, CIS works with repositioned services providers (from many agencies and organizations) and school personnel so that they function together as a team to deliver their services in a personable and accountable manner. In this way, they effectively and efficiently meet the needs of students and their families.

Who initiates CIS in a community?
Communities invite a state CIS representative to present CIS strategies to community leaders. Interested communities then identify a local liaison person who continues to introduce CIS concepts while soliciting input and support from community stakeholders. During this process, the local liaison is guided by a steering committee and community leaders. The introductory process adapts the CIS strategy to meet local needs and leads to the formation of a permanent governance structure. The CIS state office trains and works with the local liaison and serves as a continuous resource to the steering committee. There are currently 28 CIS sites throughout North Carolina. CIS has served 27,173 students in 183 school settings with over 5,000 volunteers.

LAST UPDATED::December 1996

Big Brothers/Big Sisters of America (BB/BSA)

Contact:
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Program Development
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Philadelphia, PA 19107-1510
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E-mail: BBBSA@aol.com
URL: http://www.bbbsa.org

Program Type:
Mentoring to develop life skills and build self-esteem.

Target Population:
At-risk youths.

Setting:
Nationwide.

Project Startup Date:
1904.

Information Source:
Provided by the National Criminal Justice Reference Service (NCJRS).

Evaluation Information:
N/A.

Annual Budget:
$3-4 million for BB/BSA. More than 500 affiliated agencies serve approximately 100,000 youths/families per year. Each affiliated agency is funded independently.

Sources of Funding:
Grants and public contributions, membership fees, and fundraising events.

Program Description:
BB/BSA is a national youth-service organization based on the concept of creating a one-to-one relationship between an adult volunteer and an at-risk youth. Volunteer mentors can help these vulnerable youths develop self-esteem, self-confidence, and life skills and, often for the first time, to see themselves as having happy, successful futures.

The matches, made by BB/BSA's more than 500 affiliates, are based on common interests, compatibility, and the child's specific needs. Each screened volunteer commits to spending several hours weekly with the child. Professional caseworkers supervise and support the matches, working with the volunteer, child, and parent to set goals, help with problems, and ensure that regular contacts are maintained among the parties.

Children who may benefit from these mentoring relationships are from diverse ethnic and economic backgrounds, with more than half currently from low-income families. Increasing numbers of parents have confidence in BB/BSA mentors, not as substitute parents but as allies to help children through the challenges of childhood and adolescence. Some single parents, busy with work, maintaining a household, and raising several children, may not have the time and energy to meet each child's various needs. A Big Brother or Big Sister can provide important friendship and support for children in these families.

In addition to one-to-one matches, BB/BSA offers programs for foster care children, the disabled, school dropouts, and others with special needs. Special intervention programs at many agencies address the problems of drug abuse, teen pregnancy, and juvenile delinquency.

Contact information for local affiliates can be obtained by calling the national headquarters in Philadelphia.

LAST UPDATED::October 1994

Coalition for After School Care for High Risk Indian Youth

Contact:
Mary B. Peters
District Program Specialist
Home Economics
230-B West Okmulgee
Muskogee, OK 74401
Tel: 918-687-2466
Fax: 918-687-2484

Program Type:
Substance abuse, premature sexual activity, and school dropout prevention through education and recreation.

Target Population:
Native-American youths ages 9-13.

Setting:
Northeastern Oklahoma

Project Startup Date:
Fiscal year 1991.

Information Source:
Provided by the U.S. Department of Agriculture (USDA).

Annual Budget:
N/A.

Sources of Funding:
U.S. Department of Agriculture and local government agencies.

Program Description:
The Coalition for After School Care for High Risk Indian Youth uses a community-based model for intervention and prevention of substance abuse, sexual promiscuity, and school dropout in the Native-American youth population in northeastern Oklahoma. Parents and local leaders established advisory boards at six sites to manage afterschool educational and recreational activities that also reinforce Native-American culture and traditions. Another component of the program is parent education.

Source for Additional Information:
Sheila Forbes, Ph.D., State contact, 405-744-8885.

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LAST UPDATED::October 1994

Gang Prevention and Intervention Program

Contact:
Reuben Chavez
President
Youth Development, Inc.
1710 Centro Familiar S.W.
Albuquerque, NM 87105
Tel: 505-873-1604
Fax: 505-831-6038

Program Type:
Prevention of gang development.

Target Population:
At-risk youths and gang members.

Setting:
Nationwide.

Project Startup Date:
1978.

Information Source:
Provided by the National Clearinghouse for Alcohol and Drug Information (NCADI) PREVline electronic data system.

Annual Budget:
N/A.

Sources of Funding:
Federal grants.

Program Description:
The Gang Prevention and Intervention Program is a program of Youth Development, Inc. (YDI), which focuses on the needs of socially and economically disadvantaged at-risk youths and juvenile offenders involved with the juvenile justice system in Albuquerque, New Mexico. The Gang Program uses a three-pronged strategy to combat gang activity: prevention, diversion, and intervention. Focusing on children at risk of becoming involved with gangs, prevention strategies involve singing and rap groups to illustrate the dangers of substance abuse. Diversion strategies aim to provide and promote safe, interesting alternatives to gang activity, including recreation, job employment counseling, and educational alternatives. For youths who are already involved with the juvenile justice system, YDI provides a 10-week counseling program for the youths and their families. Other programs of YDI include Mothers Against Gang Violence, Diamonds in the Rough and Just 2 Dynamite Posse (singing groups) and Teatro Consejo (theater group).

LAST UPDATED::December 1996

Gang Resistance Education and Training (G.R.E.A.T.)

Contact:
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Senior Program Specialist
Federal Law Enforcement Training Center
National Center for State, Local, and International Law Enforcement Training
State and Local Programs Division, Building 67
Glynco, GA 31524
Tel: 912-267-2452, 800-743-5382
Fax: 912-267-2894

Program Type:
Conflict resolution to deter gang membership.

Target Population:
Core curriculum: grades 7-8; components: grades 3-4 and 5-6 as well as a summer recreation and education program.

Setting:
Hotel conference facilities in Phoenix, Arizona, and Brunswick, Georgia; the Federal Emergency Management Agency Conference and Training Center in Berryville, Virginia; and the Masonic Conference Center in Elizabethtown, Pennsylvania. Other sites will be announced as acquired.

Project Startup Date:
1991.

Information Source:
Provided by the National Criminal Justice Reference Service (NCJRS).

Evaluation Information:
N/A.

Annual Budget:
$500,000.

Sources of Funding:
The Federal Law Enforcement Training Center funds all officer training, and the Bureau of Alcohol, Tobacco and Firearms funds grants to cooperative cities.

Program Description:
Originally developed by the Phoenix Police Department under a Federal grant, the G.R.E.A.T. program trains law enforcement officers, who can then provide a structured anti-violence curriculum in school classrooms. The program is currently used in more than 600 communities by more than 1,700 officers in 47 States to provide alternatives to youths who potentially may become gang members. The Bureau of Alcohol, Tobacco and Firearms, the Phoenix Police Department, the Federal Law Enforcement Training Center, a representative of the State and Provincial Police Academy Directors Section (SPPADS) of the International Association of Chiefs of Police, and a representative of the National Sheriffs' Association manage the federally funded training that enables jurisdictions to implement the G.R.E.A.T. program.

Specially trained, uniformed police officers teach the G.R.E.A.T. core curriculum to students in grades 7 and 8 during the regular school year where, in eight 1-hour sessions, students learn to set goals for themselves, act in their own best interest when faced with peer pressure, and settle disputes peacefully. Classes discuss how communities are affected by violence, drugs, and cultural differences and also look at the diverse responsibilities of individuals in a community. G.R.E.A.T. provides youths with the skills and information they need to say "no" to gangs and become responsible members of society. Additional curriculum components address grades 3-4 and 5-6, and there is a summer education and recreation program. The feasibility of developing components for grades K-2 and for high school students is currently being studied.

Source for Additional Information:
Tom Schneider
Chief

G.R.E.A.T. Program Branch
800 K Street N.W.
Washington, DC 20001
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Fax: 202-682-4228

LAST UPDATED::October 1995

Linking Lifetimes

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Fax: 215-204-6733

Program Type:
Mentoring in life skills by senior citizens.

Target Population:
At-risk middle school youths and juvenile offenders ages 11-21.

Setting:
Nationwide.

Project Startup Date:
1989.

Information Source:
Provided by the National Criminal Justice Reference Service (NCJRS).

Evaluation Information:
Evaluation has shown that students in the mentoring program improved on measures of happiness or well-being, attitudes toward elders, and attitudes toward school.

Annual Budget:
N/A.

Sources of Funding:
Private foundation, Federal, State, and local government agencies and organizations.

Program Description:
Linking Lifetimes was a national multisite research and demonstration program that linked networks in youth services, criminal justice, and senior citizens. In 9 sites across the United States, mentors 55 and older helped vulnerable youths become productive members of society. Six of these sites still maintain this intergenerational initiative through local funding.

With time, skills, and a lifetime of experience to share, elder mentors were viewed by Linking Lifetimes as a valuable resource. Elder mentors can help young people learn important life skills, set and achieve specific goals, gain a broader life perspective, and improve self-esteem. Reciprocally, young people can give elders a chance to share their knowledge and experience, remain productive, expand their social networks, and have fun.

Linking Lifetimes grew out of a recognition that changes in family structure, neighborhoods, work, and public institutions have made it difficult for young people to count on caring and consistent adult relationships that are critical for healthy growth and development. As neither parents nor professionals, elders have the flexibility to provide ongoing support and establish genuine, mutually beneficial relationships with young persons.

Elder mentors received both preservice and inservice training in effective strategies for helping young people develop social competency and life-coping skills. They spent a minimum of 2 hours a week in face-to-face contact with their partners for at least 1 year and participated in monthly support group meetings. They received stipends or were reimbursed for expenses.

LAST UPDATED:: December 1996

The Peaceable Classroom and School

Contact:
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Program Type:
Training for educators in conflict resolution, violence prevention, diversity education, and intergroup relations.

Target Population:
Preschool through high school youths.

Setting:
Schools and organizations nationwide.

Project Startup Date:
1982.

Information Source:
Provided by the National Criminal Justice Reference Service (NCJRS) and the U.S. Department of Education (ED).

Evaluation Information:
N/A.

Annual Budget:
N/A.

Sources of Funding:
Foundations, individual donors, membership fees, fees for service, and sales of publications.

Program Description:
Educators for Social Responsibility's (ESR's) primary mission is to help young people develop the convictions and skills to shape a safe, sustainable, and just world. ESR supports educators and parents with professional development, networks, and instructional materials, including:

- The Peaceable Classroom and School model, designed to help educators create learning environments characterized by cooperation, appreciation for diversity, appropriate expression of feelings, caring communication, responsible decisionmaking, and nonviolent conflict resolution.
- Training for educators to create Peaceable Classrooms and Schools. Educators learn to teach important conflict resolution and intergroup relations concepts and skills through direct instruction and practice of conflict resolution skills, classroom management, infusion into subject areas, community building, and schoolwide initiatives.
- School assistance in needs assessment and creating implementation plans that reflect goals and available resources.
- Curriculums and core resources, as well as followup visits and demonstrations, to teach, coach, problem solve, and complete additional planning.
- A wide range of opportunities to build a more comprehensive program. These options include parent training, peer mediation programs, specialized training for staff with different roles and responsibilities, and advanced training.

LAST UPDATED::February 1996

Positive Discipline: A Model of Respect in Georgia

Contact:
Bill Scott
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Marietta, GA 30060
Tel: 770-319-3714
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Program Type:
Violence prevention school-based discipline program.

Target Population:
Elementary school students.

Setting:
Rocky Mount Elementary School, Atlanta, Georgia; and Birney Elementary School, Marietta, Georgia.

Project Startup Date:
1991.

Information Source:
Provided by the National Criminal Justice Reference Service (NCJRS) and the U.S. Department of Education (ED).

Evaluation Information:
In the first year of use, behavior problems were cut by 50 percent. Its success prompted school officials to implement the program in Birney Elementary School, Marietta, Georgia.

Annual Budget:
$50 (books only).

Sources of Funding:
Schools and parent teacher associations.

Program Description:
The Positive Discipline model addresses the challenge of finding ways to correct students' behaviors without resorting to punishment or reward systems. It was introduced by Rocky Mount Elementary School officials to replace an unsuccessful "token and trinket" reward system to encourage better behavior. The model, developed by Jane Nelson and H. Stephen Glenn of Empowering People Associates (Sacramento, California), is designed to help students cultivate important social connections, learn problem-solving skills applicable in the academic and personal life, and respect differences among students.

Positive discipline, as opposed to punitive, is designed to be instructive and constructive. A basic tenet of the program is not to humiliate a student in the course of trying to correct his or her behavior. Emphasis is placed on modeling and mutual respect. Specifically, teachers:

- Show students ways to channel their energy into positive endeavors.
- Coordinate daily class meetings where students set the agenda and help other students work out their problems by showing them how the offending behavior affects them.
- When necessary, ask for volunteers to act out fights and then discuss their feelings while fighting. Class participation in the ensuing discussion helps students see alternatives to violence and themselves as important parts of a cohesive group.

  See also "Empowering People Associates" in the Technical Assistance menu.

Source for Additional Information:
Empowering People Associates, 800-456-7770.

LAST UPDATED::October 1994

Positive Adolescent Choices Training (PACT)

Contact:
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Project Director
Wright State University
School of Professional Psychology
Ellis Institute
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Tel: 513-873-4300
Fax: 513-873-4323

Program Type:
Social skills and anger management training for at-risk youths and violence prevention training for service providers.

Target Population:
African-American adolescent youths.

Setting:
Middle schools in Ohio.

Project Startup Date:
October 1991.

Information Source:
Provided by the Children's Safety Network and the National Clearinghouse for Alcohol and Drug Information (NCADI) PREVline electronic data system.

Evaluation Information:
An evaluation component will compare skills of youths in avoiding conflict before and after they receive training under the program. The evaluation will also gather information on the youths' behavior as it relates to violence, including records of aggressive behavior at school and involvement in juvenile crime.

Annual Budget:
N/A.

Sources of Funding:
Maternal and Child Health Bureau, Health Resources and Services Administration (HRSA), U.S. Department of Health and Human Services.

Program Description:
This culturally relevant program seeks to reduce levels of injury or death among African-American adolescents at risk for becoming victims or perpetrators of violence. The program delivers a curriculum in prosocial skills development to youths and conducts training and technical workshops to enhance the capability of youth service providers (in such fields as education, health, law enforcement, and mental health) to provide culturally sensitive services to African-American youths.

Other project activities include developing and disseminating a classroom curriculum guide to enhance program replication, and coordinating with the State Maternal and Child Health Bureau and the Ohio Department of Health to incorporate strategies for incorporating culturally sensitive violence prevention activities into their programs.

LAST UPDATED::October 1994

Reducing Dating Violence

Contact:
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Public Health Nursing
University of North Carolina-Chapel Hill
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Chapel Hill, NC 27599-7400
Tel: 919-966-6616
Fax: 919-966-7141

Program Type:
School-based sexual assault prevention, violence prevention.

Target Population:
Students in grades 8 and 9.

Setting:
Schools in Johnston County, North Carolina.

Project Startup Date:
September 1993.

Information Source:
Provided by the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (CDC), Division of Violence Prevention.

Evaluation Information:
An evaluation will consist of surveys of students in the program and a comparison group in other schools over the following year.

Annual Budget:
$233,000.

Sources of Funding:
National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (CDC), Division of Violence Prevention.

Program Description:
About 1,200 selected students in grades 8 and 9 in Johnston County receive classroom instruction about gender stereotypes, conflict management skills, and social norms that contribute to dating violence. Classroom instruction is supplemented with an arts program of student-conducted dramatic performances. In addition, parents, police workers, and other key individuals in the community are trained to be better resources for youths who seek assistance about teenage dating violence. Partners in the project include the University of North Carolina at Chapel Hill in conjunction with the Johnston County public schools, the Johnston County health department, and Harbor, Inc., a community-based organization.

Source for Additional Information:
National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (CDC), Division of Violence Prevention, 404-488-4646.

LAST UPDATED::December 1996

Resolve All Problems Peacefully (RAPP)

Contact:
Barbara Rain
Resolve All Problems Peacefully
Ferguson Middle School
701 January Avenue
St. Louis, MO 63135
Tel: 314-521-5792

Program Type:
School-based conflict resolution strategy based on peer mediation.

Target Population:
Middle school students.

Setting:
Classrooms in St. Louis, Missouri.

Project Startup Date:
March 1989.

Information Source:
Provided by the National Criminal Justice Reference Service (NCJRS).

Evaluation Information:
To date, more than 90 percent of the conflicts referred to student mediators were resolved by them.

Annual Budget:
N/A.

Sources of Funding:
Ferguson Middle School.

Program Description:
The RAPP program offers middle school students a positive approach to dealing with conflict by empowering them with the ability to resolve their own conflicts.

The program teaches conflict resolution skills that can be used both in and outside of school. Students selected for the training program must be recognized leaders among their peers. Upon completion of the training sessions, these students are responsible for mediating conflicts between other students, independent of faculty involvement.

Although suspension and expulsion are available as the last resort, RAPP offers a first resort. Students refer themselves to mediation; teachers and principals also refer them. Any conflicts that cannot be resolved are still subject to school disciplinary action.

LAST UPDATED::December 1996

Resolving Conflict Creatively Program (RCCP)

Contact:

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RCCP National Center
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Program Type:

School-based instruction in conflict resolution and intergroup relations, emphasizing mediation, teacher training, and parental influence.

Target Population:

Children ages 5-18 (grades K-12).

Setting:

Schools in several school districts across the country, including Anchorage, Alaska; Vista, California; Atlanta, Georgia; New Orleans, Louisiana; South Orange-Maplewood, New Jersey; Lincoln County, Oregon; and New York City.

Project Startup Date:

1985.

Information Source:

Provided by the National Institute of Justice (NIJ), the National Clearinghouse for Alcohol and Drug Information (NCADI) PREVline electronic data system, and the Centers for Disease Control and Prevention (CDC).

Evaluation Information:

The program was rated among the top 10 violence prevention programs in the Carnegie Report. Past assessments of RCCP have shown high teacher enthusiasm for the program, gains in student as well as teacher knowledge of conflict resolution concepts and skills, and reported changes in student behavior. In a May 1990 study report by Metis Associates, 71 percent of teachers reported moderate or great decreases in physical violence in the classroom, while 66 percent observed less name calling and fewer verbal "put downs." Funded by CDC in 1993, a multiyear outcome evaluation involving 9,000 children in 15 elementary schools in New York City is under way. The results will be available in 1997.

Annual Budget:

Estimated $33 per student per year.

Sources of Funding:

Foundations and individual donors, contracts with school systems involved in the program, and sale of materials.

Program Description:

RCCP, an initiative of Educators for Social Responsibility, is a comprehensive conflict resolution program for about 150,000 students in grades K-12. RCCP includes curriculums for elementary, secondary, middle, and high school students; a peer mediation program; a parent component; and a component for school administrators. The curriculums are taught by regular classroom teachers, but each teacher receives 24 hours of professional training from RCCP staff plus ongoing technical assistance, consultation, and support throughout the year. The program focuses on creating school change in both the management of individual classrooms and the school overall so that students have a safe environment in which to explore peaceful ways of resolving conflict.

RCCP concentrates on teaching key component skills of conflict resolution and intergroup relations: active listening, assertiveness, expressing feelings, perspective taking, cooperation, negotiation, and ways of interrupting expressions of bias or prejudice. Teachers are encouraged to incorporate conflict resolution discussions and skill building into the regular academic program. The elementary school curriculum includes 51 lessons organized into 12 units, with separate activities for grades K-3, 4-6, and middle and high school grades. The secondary school curriculum covers similar material but at greater depth and sophistication, with an additional focus on ways of deescalating volatile situations that might lead to violent confrontation.

RCCP instructors provide 24 hours of introductory training to classroom teachers, with classroom visits between 6 and 10 times a year. A student mediation program is started only in schools that have been participating in RCCP for at least a year and have a group of teachers who regularly use the curriculum. The emphasis on student mediation as part of a larger schoolwide effort is considered a significant strength over mediation-only projects. All student mediators receive 3 full days of experiential learning plus additional coaching from teachers. Elementary school mediators, selected from grades 4-6, work in pairs and are on duty during the lunchtime recess. In middle and secondary schools, mediators work in teams, acting on referrals they receive from faculty or students themselves and conducting mediations in a room set aside for that purpose.

The program has an administrative component that introduces administrators to the concepts and skills of conflict resolution and bias awareness to show them how they can use their leadership to achieve effective implementation of the program.

The parent training component has two models. In one model, parents receive a series of four workshops. In the second model, parents are trained to train other parents. Potential parent trainers receive a total of 60 hours of training in conflict resolution and intergroup relations that prepares them to return to their schools and provide training for other parents. This program has been well received; parents are using the skills of conflict resolution and countering bias immediately at home with their children and reporting good results.

LAST UPDATED::May 1998

School-Based Youth Services Program (SBYSP)

Contact:
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Program Type:
School dropout prevention and 'wellness' program emphasizing the importance of mental and physical health as well as a drug free lifestyle.

Target Population:
Youths ages 13-19.

Setting:
State of New Jersey.

Project Startup Date:
1988.

Information Source:
Provided by the National Criminal Justice Reference Service (NCJRS).

Evaluation Information:
A winner of a 1991 Innovations in American Government Award sponsored by the Ford Foundation and the Kennedy School of Government at Harvard University. In 1990 it was awarded the American Public Welfare Association Successful Projects Initiative Award. SBYSP has been featured in Bill Moyers "All Our Children" series and in Walter Cronkite's "Our Families, Our Future." This program has expanded into the elementary and middle schools through a collaborative partnership between the New Jersey Department of Human Services, local school boards, and the communities they serve.

Annual Budget:
N/A

Sources of Funding:
N/A

Program Description:
SBYSP is the first statewide effort in the Nation that places comprehensive services in or near secondary schools. This program operates in urban, rural and suburban school districts with at least one site per county. Each site provides employment training, health care, mental health, family, and substance abuse counseling. Some sites offer additional services as well as weekend hours.

An important outgrowth of this program is that SBYSP schools now offer independent counseling centers for kids--all kids, not just those with problems. SBYSP helps teens finish school, acquire job skills and employment, prevent adolescent suicide and teen pregnancy, and lead healthy, drug free lives. This program has also been adopted in Iowa and Kentucky.

LAST UPDATED::October 1997

Students for Peace

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Program Type:
School-based, comprehensive, violence-prevention program, using peer leadership, parental education, violence-prevention curriculum, and modification of the school environment.

Target Population:
Students in grades 6-8.

Setting:
Middle schools in Houston, Texas.

Project Startup Date:
September 1993.

Information Source:
Provided by the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (CDC), Division of Violence Prevention.

Evaluation Information:
The program will be evaluated by assessing students' self-reported aggressive behaviors and behaviors associated with violence, such as drug and alcohol use, weapon carrying, fighting, in- and out-of-school suspensions, expulsions, and referrals to th e police department.

Annual Budget:
$261,500.

Sources of Funding:
The National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (CDC), Division of Violence Prevention.

Program Description:
Eight middle schools, with about 11,000 students, from Houston Independent School District are participating in the project. Students for Peace is a school-based, comprehensive project that aims to reduce aggressive behaviors among students in grades 6-8 by fostering violence prevention skills, by changing social norms about violence, and by modifying the school and home environment through altered school policies and provision of parent education. The four primary components are:

- A school health promotion council made up of teachers, administrators, staff, students, and parents to organize and coordinate schoolwide intervention activities and to influence organizational change at the school level.
- A curriculum that provides knowledge and skills.
- Peer mediation and peer leadership training with some of the students to modify social norms.
- Parent involvement fostered by providing information about the project and a newsletter describing role models that parents can emulate at home to reduce conflict and aggression.

at Houston, and the Houston Independent School District are partners in this program.

Source for Additional Information:
National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (CDC), Division of Violence Prevention, 404-488-4646.

LAST UPDATED::January 1996

Truancy Habits Reduced, Increasing Valuable Education (THRIVE) and 3D (Don't Do Drugs)

Contact:
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Fax: 405-841-0690

Program Type:
School-based interventions to prevent truancy and drug abuse.

Target Population:
School-aged youths.

Setting:
Schools and youth centers in Oklahoma City, Oklahoma.

Project Startup Date:
1989.

Information Source:
Provided by the National Criminal Justice Reference Service (NCJRS).

Evaluation Information:
During the 1991-92 school year, 446 youths were processed through the 2 THRIVE centers. The Oklahoma City Public School System reported a steady decline in the dropout rate, from 5.9 to 4.1 percent; further, the number of daytime burglaries has declined 33 percent. Feedback from parents, students, and school officials on both THRIVE and 3D has been positive.

Annual Budget:
$100,000 for both programs.

Sources of Funding:
Federal grants, private foundations, and in-kind services.

Program Description:
The THRIVE and 3D programs are two activities that provide alternatives to drug abuse and truancy. As an interagency program based on a police/ community relations framework, THRIVE serves to keep children in school and out of criminal activity, such as burglaries and drug abuse, by working with law enforcement officers to bring in juveniles who are absent from school without an excuse. Parents are notified and required to pick up the child at the center. The Oklahoma County Youth Services Agency takes the youths at the end of the day, if a truant's parents cannot be located. Each participating agency operates under a set of guidelines and signs a memorandum of agreement that specifies the resources each agency devotes to the project. The centers are staffed by Oklahoma City police officers, a school system staff person on call, and a secretary. The district attorney's office provides additional staffing.

In the 3D program, more than 1,000 high school students are now participating voluntarily: they submit to urine drug testing in exchange for consumer discounts. Before participation in the program is considered, each student must present parental authorization. Only laboratories certified by the National Institute on Drug Abuse are used, and a "chain of custody procedure" preserves the integrity of the test. Confirmation testing is conducted on all positive test results to ensure validity.

SURVEY OF SAFE & DRUG-FREE SCHOOLS COORDINATORS: PROMISING & EFFECTIVE PROGRAMS

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Alamance- Burlington	Elementary K-5 Child abuse puppet shows; Peer helper groups; Red Ribbon Week; Media violence programs; DARE; Conflict Resolution; Bus Safety program; Hand-washing curriculum; Growing Up program; Safety Program; Scouting for Life; Say "Boo" to Drugs; Terrific Kids: Smart Habits. Middle School (6-8): Dare Program Peer mediation; Red Ribbon Week: Teen to Teen Theatre; SAVE; Character Education; Assembly speakers. High School (9-12): Prom Promise; SAVE Chapters; Dream Teams; SAAD/SANTA; Path curriculum; DARE (two high schools); Teen to Teen theatre; Character Education: Peer Helper; CHART program; Student Athlete Summer Institute	Great American Smokeout; Tobacco free Teens; Alternative to Suspension	The SADFS coordinator would like to see the Governor, State Superintendent, and State School Board promote drug free schools as a top priority. Drug awareness should be a part of educator preparation for all educators
Alexander County	Provide Intervention/ Prevention specialist to work with selected at- risk students in grade 3-6 (small group sessions on various topics; DARE Program (6-8); Healthful Living (K-12); target drug, alcohol, and tobacco abuse during Red Ribbon Week, specific activities in each school; Character Education, Alternatives to Suspension, Family education	Healthful Living (K-12); Integrate Character Education; Discipline policy includes suspension as a consequence for tobacco use in schools; Substance Abuse Family Education offered on first offense through Sandhills Community Mental Health Services	Continue to teach Healthful Living objectives and provide additional training for staff regarding these objectives; continue to expand Character Education Concepts; provide guidance and counseling support for all schools; provide community and staff training to enhance work with children

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Alleghany County	Textbook units, Science, Health; D.A.R.E; I'm Special; Ombusdman; Skills or Adolescence; School Resource Officer talks to students; Drug Dog	Health Education; Board Policy; Alternative to Suspension Program; American Cancer Society Information/Program; American Heart Association Programs/Information; Programs conducted by Guidance Counselors and School Nurse	Continue our educational programs; enlist parents and community agencies to plan community programs which would help empower parents to do their part at home. (Communication Skills for Parents)
Anson County	Stress nonuse through a drug-free curriculum; assemblies based on drug-free theme; part-time substance abuse counselor contracted through Mental Health; SADD Clubs (Students Against Drunk Drivers); no tolerance School Board Policy; Red Ribbon Week activities; staff development; character education programs in schools; school counselors - special classroom activities; Smoke free/Drug-free Class of 2000; inclusion of drug prevention activities in beyond the school day programs	Stress nonuse through a tobacco-free curriculum; assemblies based on Smoke-free theme; Smoke-free/Drug-free Class of 2000 activities; no tolerance School Board Policy; Red Ribbon Week activities; staff development; character education programs in schools; school counselors; special classroom activities; inclusion of drug prevention activities in beyond the school day programs	More funding is needed to provide full time counselors whose major role is to target smoking and drug prevention and intervention, as well as to keep the issue and consequences of inappropriate use at the forefront of the attention of students through curriculum assemblies, public awareness activities, and integration in various subjects where appropriate

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Avery County	System-wide student assistant program - All certified personnel are trained in Core Team Training (Phase I & II) teaching 2 day training. Still has a Drug & Alcohol Focus along with other at risk behaviors	Health Education curriculum; Health education for each school; integrated curriculum; Non-smokers Support Group	Put the same kind of emphasis that was on this program in the late 80's - early 90's. It has been watered down - the money should be used for prevention; interests of the issues of Drug & Alcohol offer emotional issues
Brunswick County	D.A.R.E. Program; SASI - Student Athletic Summer Institute; SADD/SAVE/Anchor Clubs; National Red Ribbon Week; Conflict resolution peer mediation; peer helper; Brunswick Learning Centers-Alternative School; student code of conduct; health classes; school resource officers-middle & high schools; video camera-hallways and buses; student assistance teams; safe school plans; speakers; guidance counselors; school nurses and social workers; teen court family resources centers; juvenile services; Guardian Ad Litem program; Brunswick County Cooperative Extension Service; Teen Family Development Center; Brunswick County Sheriff's Department; Communities in Schools; Project Assist; Partnership for Children	Alternative to smoking - Stop Smoking Clinic; Teen Against Tobacco Use - T.A.T.U.; fresh start; health classes; school nurses; school social workers; in school support groups for students committed to stop smoking; middle and high schools were involved in the Great American Smoke Out Agencies who assist: Project Assist; Brunswick County Health Department; Healthy Carolinians; Communities in Schools	Implement more health classes; increase counselors; implement classroom lead students to work with teachers and counselors to focus on prevention; actively encourage parent involvement through special drug awareness programs; increase involvement of guidance counselors; students sent to choices, ISS or any form of school time-out should exit through the guidance department. This should allow counselors an opportunity to zero in on the cause of the problem and work on prevention

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Buncombe County	D.A.R.E. - 5th; health educator - classroom presentations K-12; Project Alert; Tobacco Education Groups; puppet shows; Students Against Violence Everywhere; teens, crime and community	Tobacco Education classes led by health educators; alternative to suspension groups; Teens Against Tobacco Use; voluntary tobacco cessation groups; Project Alert	Please continue funding SADFS. Many of the preventive programs will not continue without SADFS personnel. Consistency in laws and policies regarding drug/alcohol violation
Asheville City	The BABES program is used in the preschool and elementary grades 1-3 and it is presented by the Asheville-Buncombe United Drug Commission; DARE in grades 4-5; facilitating non-therapeutic student support groups for grades 6-12. All schools have the NCDPI-ATOD curriculum guide; all elementary schools and the preschool have the Feelings Like Yours curriculum with puppets in their libraries. The Safe and Drug Free Schools Coordinator is making classroom presentations from the NCDPI-ATOD curriculum guide along with other approved learning aids; the Life on Life's Terms program along with the local District Attorney are making presentations to the middle school	The schools district is working with the Mission-St. Joseph's Hospital Smoking Cessation Program; we are receiving information from Project Assist	The SADFSCA program needs more resources for classroom and family/community educational initiatives and to have more staff development programs. There needs to be more collaboration with community health, social and human service agencies

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Bladen County	Red Ribbon Week; Pins, Ribbons, Posters; counselors provide handouts on Drug Abuse; D.A.R.E. program countywide; student assistance teams; regional SASI; bring in other resources	Red Socks Day; Smoke Free 2000; review of alcohol/drug and tobacco policies for all students; awareness education group held every six week grading period for tobacco offenders (through Mental Health); Great American Smoke-Out	We should continue to provide programs at an earlier age and continue to reinforce the use of drug abuse in our schools and our country
Kannapolis City	NC AOD curriculum; D.A.R.E.; special programs (assemblies)	NC AOD curriculum; D.A.R.E.	No response
Hickory City	NC Healthful Living curriculum; D.A.R.E.; I'm Special; special community information programs sponsored by the Catawba Co. Council on adolescents	NC Healthful Living curriculum; Smoke-Out 2000; no smoking/tobacco use policy for students and staff	No opinion

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Caldwell County	D.A.R.E.; Project ALERT; prevention speakers; Red Ribbon Week activities; Healthful Living Standard Course of Study	Project ALERT; Smoke Free 2000; Project ASSIST; alternative to suspension program – tobacco cessation classes; Healthful Living Standard Course of Study	Reduce availability of alcohol and other drugs to minors; continue Tobacco Free Campus policy for all people; continuity in prevention programs K-12
Camden County	SASI; motivational speakers; individual classroom presentations at all levels re: substance abuse; R.E.S.P.E.C.T. (Reaching Every Student/Parent through Effective Communicative Techniques) - family centered program; peer programming; student assistance program - (contracted through Albemarle Counseling Group)	SASI; motivational speakers; individual classroom presentations at all levels re: substance abuse; R.E.S.P.E.C.T. (Reaching Every Student/Parent through Effective Communicative Techniques) – family centered program; peer programming; student assistance program – (contracted through Albemarle Counseling Group). In the Spring of '99 look to implement "TATU – Teens Against Tobacco Use" in combination with the American Cancer Society; have trained teachers in Tobacco Free Curriculum	Money to support program materials; money to aid with salaries. Many of us in small school settings wear numerous hats and finding the time to spend the amount of time needed to have an effective program is extremely difficult

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Carteret County	Here's Looking At You 2000; FAME; A.O.D.; D.A.R.E. - Elementary & Middle; S.A.D.D.; Teens Crime & Community; Natural Helpers; Great Adventure; Quest; School Resource Officers; S.A.V.E.	Tobacco Free Teens; the Coach; Smoking Susie Program; policy	Morehead Elementary Programs & Life Skill Activities
Caswell County	We had a Drug Free Week this year in which all schools participated. We also have the D.A.R.E. program in grades 5 & 7. Grades 4 & 8 also take field trips to Alice Aycock Poe Center each year. Drug use and abuse is also covered in several courses such as Health	The Drug Prevention information applies as well. We have a broad policy that prohibits the use of tobacco products at school by students. If staff members smoke of use tobacco, it cannot be done where students can see them	This needs to start with the parents before the children start school. The mentality that "it will not happen to me" is prevalent in students. The thought process of " it can happen" needs to start at a very early age. The problem lies in how can we educate the parents, especially those who use drugs
Catawba County	K-12 Healthful Living Curriculum; D.A.R.E. - 6th graders; PEARLS - Parents & Educators Advocating Responsible Lifestyles for Students (Parent Action Group); After Prom Party sponsored by parents; special programs and assemblies promoting drug-free lifestyles; community-based parent training (Strengthening Multi-Ethnic Families and Communities: A Violence Prevention Parent Training Program)	Only what is included in the Healthful Living Curriculum	A major initiative emphasizing making healthy choices needs to be developed for use with students. This is at least as important as mandated character education

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Kings Mountain City	CODAP trains students and teachers; drug education is part of health program; D.A.R.E.; health council participated in countywide Johnston Institute survey	No smoking policy for students; teach prevention in health classes	Education - promote good total health through Health Council; make less glamorous; nationwide effort especially regarding advertisement
Shelby City	Peer helping program; Peer mediation program; substance abuse prevention within Health Education classes; school resources officer; D.A.R.E.; contract services with local Drug Abuse Prevention Agency; community task force and local advisory council	Project Assist staff development training; Smoke-Free Class of 2000; School Board policies; "Dip Lip"; "Gross Mouth"	Increase and enhance prevention efforts within schools; increase funding to support these programs; employ additional Health Educators in schools
Lexington City	D.A.R.E.; smoking cessation classes; random searches; athletic "No Use" contracts; character education integrated into curriculum	Smoking cessation classes; athletic "No Use" contracts; character education	Lobby legislators to attack alcohol as they have tobacco; treat alcohol as a drug, nothing less

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Chatham County	Here's Looking At You 2000; D.A.R.E. (Grades 5 & 6); Say No and Fly Away (Grade K); Alcohol and Drug Policy; Student Assistance Program; SADD; SAVE Clubs; Drug Awareness Week; National Red Ribbon Week; classroom guidance lessons	Tobacco prevention materials from American Cancer Society; Great American Smoke out/Smoke Scream, student assistance program; tobacco policy; classroom guidance lessons	Better funding for drug prevention; reestablish Alcohol and Drug Defense Team (ADD); prioritize alcohol and other drug issues as a contributor to the success of the ABC's
Cherokee County	Classroom guidance; guest speakers; selected videos; Clubs - SADD; programs - We Care; peer mediation; mental health counselor on campus	Classroom guidance; strict rules on campus; selected videos; programs - We Care; mental health counselor	Updated affordable educational materials. Funding for programs like "We Care"; funding for specialist like the drug & alcohol counselor from mental health
Edenton-Chowan County	Advisor/Advisee program; "Dream Team" (Selected students who pledge to be drug free work with middle school & elementary school students weekly as role models)	"Same as Drug Prevention"	No Response
Cleveland County	D.A.R.E.; SRO; Early Intervention Specialist; grant funded Mental Health Services at each middle school; Peer Pressure Reversal (PPR); PPR helpers; peer helpers; marijuana awareness; Red Ribbon Week; preventing underage drinking; SOBIR program (Alternative to Suspension)	Tobacco Awareness; Great American Smokeout	Fund Health Education Coordinators in each school district; promote K-12 Comprehensive Health Education; provide after-school programs - esp. at middle school level; disseminate info on Effective Prevention Programs to Educational Leaders; provide additional support for Drug Abuse Prevention Programming

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Columbus County	Choosing for Yourself - K-12; Positively Me - K-3; Positively Us - 4-6; Choosing for Yourself II - K-12; peer mediation - D.A.R.E. for all 5th graders	Columbus County Schools Board Policy on smoking	Expand D.A.R.E. and fully fund it in grades 4 & 6; fully fund peer mediation in all middle and high schools
Whiteville City Schools	D.A.R.E. - 5th and 6th grades; SADD/SAVE Middle School and High School; Choices; pride Parent to Parent; Kick Butts Day; Red Ribbon Week; Prom Promise; Challenge Course activities; lunch box special parenting series. We also offer a wide assortment of frequently used videos to all teachers	Kick Butts Day; Red Ribbon Week; D.A.R.E. 5th & 7th Grades; Milton Creagh; Prom Promise	It was alarming for us to learn recently that the Alcohol and Other Drug Interdisciplinary Curriculum had been discontinued. This valuable program should be unearthed, recycled to fit into the Standard Course of Study and made a part of the ABC's programming. Offering more opportunities for coordinators to network with each other to compare notes and successes is another idea

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Craven County	D.A.R.E.; Weed and Seed - Community Base Program; "Say No Fly Away"; Student Athletic Summer Institute	D.A.R.E.; Project Assist; Saturday classes for smoking students	Design program that involves complete family
Cumberland County	CPI Nonviolent Crisis Prevention and Intervention; Peer Helping Program; system-wide medication training; D.A.R.E. program; Mini Grants to Schools for drug use prevention; Lions Quests; Project Alert	Lions Quest; Project Alert; Peer Helping program, D.A.R.E. program	Continue to focus on prevention as well as intervention.
Currituck County	Quest materials in grades K-6; Skills for Growing; Speakers at all grade levels: Mark Lippard K-3; Motivational Media grades 4-12; "Just Say No" clubs; SADD Clubs; SAVE Clubs; Drug and Violence discussions in class and students are writing SA's; Alateen will be starting sometime in February	Tobacco-Free Teens program. Last school year we were fortunate to have a nurse from East Carolina University do an internship with us. She conducted all the classes and they were very successful. This school year has been more difficult with moving into a new school and attempting to have the school nurse teach the class has been almost impossible. Our principal has offered to have two teachers trained and pay them to teach the classes	Place a strong message in the new ABC's Plan that we are to teach the whole child; not just the academic side of the individual. We are focusing so hard on the ABC's Plan that we have forgotten the importance of teaching the real life skills. If we do not keep our students drug and alcohol-free, everyone in Raleigh can forget scores getting higher and better. I truly wish someone would listen

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Dare County	A new program this year is a substance abuse/family intervention project providing counseling for youth and families with a substance abuse history. Ongoing initiatives include: Red Ribbon Week, D.A.R.E., Making Healthy Choices, mentoring, advisor/advisee, right moves clubs, youth yellow pages, SRO/Law-related education, SADD, Prom Promise, Peer Helping, Framework for Healthful Living Curriculum, increased extracurricular activities geared toward community service, parent education, support groups for at-risk students	Great American Smokeout, Framework for Healthful Living Curriculum, modified alternatives to suspension - some of the above prevention programs probably also have a preventive impact on tobacco use	Consider mandating more time spent on health instruction - at least a minimum amount of time especially in the middle grades; more community-based prevention programming. Consider mandating community service for all students; consider more stringent continuing education for health instructors - more specific to prevention research
Davie County	Drug education classes K-9; other activities and speakers at the high school level; 3-90 min Drug ed. Classes in 9th grade. Freshman success includes all 9th grade students; D.A.R.E. (community support great); Healthy Carolinians Substance Abuse Comm. & Schools - Red Ribbon Week activities, also involved local businesses; info in local paper about substance abuse; pass out education info at lunch at high schools	Tobacco cessation, with individual support and education follow-up by school nurse; staff trained TATU program; tobacco education - health classes; health fair; D.A.R.E.	Continue education programs; gain community support-collaboration with community agencies; mentor programs - funding needed
Duplin County	North Carolina AOD curriculum in all grades; chemical awareness program for athletes; Drug Free Schools rally; Puppet Love Drug Education programs; agencies and businesses working together forum on violence and drugs; committee formed to study new effectiveness based drug ed. program	Project Assist; Tobacco Free Teens	Require an additional unit of Life Skills in health education for high school students; increased funding for drug and alcohol prevention; team building self-esteem program

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Durham Public Schools	Teen Court; Project Alert; Paths Curriculum; Red Ribbon Week; SAP referrals; Here's Looking At You 2000; Conflict Resolution/Peer Mentoring; ALDO Training; SADD chapters; SAVE chapters; support groups; Fresh Air Express Newspaper	Project Assist; TATU program; Great American Smokeout; Great American Smoke Scream; D.A.R.E.	Continuous/No Use Message at Home, in the community; at school generated by youth
Edgecombe County	SAVE; D.A.R.E.; Think Smart; Red Ribbon Week; Drug Search and Safety Program; State Highway Patrol "BEARS" Against Drugs; Prom Promise; Learning to Live Drug Free	Smoke Free Class of 2000; Red Ribbon Week; Being Me and Drug Free; Healthful Living Curriculum	More awareness programs; continue and expand current programs; state listing of qualified presenters; addition of new programs; parent education beyond what the schools provide
Winston-Salem/ Forsyth County Schools	Super Kids; Getting to Know Your Heart Module; Project Assist; Step One: Early Drug Prevention Program; Smoke Free 2000; videos: Sooper Puppy Series; Growing Up Drug-Free; AOD Interdisciplinary Units	Classroom speakers/ assembly programs; Health Fairs; Smoke Free 2000; Alternative to Suspension: Smoking Cessation Programs	Continue initiatives that include strict monitoring for quality assurance that will allow for pilots which can be replicated and expanded if proven successful as measured by evaluations. It is obvious that new and innovative programs must be tried. If we keep doing the same thing, we're going to keep getting the same results

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Winston-Salem/ Forsyth County {Continued}			
Gates County	Here's Looking at You; 2000 Curriculum; parenting class at the high school; Red Ribbon Week observances; SRO program; SOS - Support Our Students - after school program at the middle school; SASI Training - Student Athlete Summer Institute; MAPP - Mentors and Adolescent Pregnancy Prevention program	TATU - Teens Against Tobacco Use; Project Assist - staff trained in the Tobacco Free Schools program - offer smoking cessation classes; SRO program	Establish more programs that involve adults working with youth in support or mentoring roles; increase funds available to support school systems
Graham County	D.A.R.E.; lessons by SRO on drug abuse; poster and essay contest; magician with drug free program; pianist with drug free program	Great American Smokeout; Tobacco House of Horrors on Halloween; tobacco cessation class	The more education and funding, the better off we will be
Granville County	Family Awareness Month; Drug, Tobacco and violence prevention month; D.A.R.E., TAOD curriculum; ACTS team, STOMP Out Drugs and Violence march and rally; Here's Looking At You; Parent to Parent; Red Ribbon Week; Prom Promise; SAFE - parent and student education group; assemblies; insight group; concerned person group; individual counseling	Class of 2000 Smoke Free; anti-smoking videos; anti - smoking pledge wall; athletic contracts; Project Alert; discipline policies; individual counseling	Strict No Use policies; mandated parent involvement and education; additional peer programs; community mandated campaign not to sell alcohol and tobacco to minors; a strong message from the State Board to allow school counselors to be counselors; financial support

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Greene County	D.A.R.E. program; DUSO - the Dolphin-Drug-Free kit; Support Team (agencies) meeting-monthly; SADD and SAVE activities; Red Ribbon Week; school assemblies; school-wide incentive program	D.A.R.E. program; DUSO - the Dolphin-Drug-Free kit; Support Team (agencies) meeting-monthly; SADD and SAVE activities; Red Ribbon Week; school assemblies; school-wide incentive programs; presentations by SRO; motivational speakers	More of the same; more effective law enforcement procedures which schools have no control over and cannot get into
Guilford County	Lions-Quest Skills for Growing and Skills for Adolescence are provided in elementary and middle schools; Working Toward Peace; D.A.R.E.; Red Ribbon Week; substance abuse prevention materials; Alcohol and Drug Services, Juvenile Services, Parks and Recreation and Youth Focus agencies provide comprehensive substance abuse services; SCALE; substance abuse team	GSC provides a tobacco education program for all students; Project Assist - Alternative to Suspension: Smoking Cessation and Tobacco Free Schools programs; anti-tobacco materials are distributed; Great American Smokeout	Consistency and the availability of follow-up "booster" sessions in subsequent years will reinforce efforts to prevent and reduce substance use and abuse. There should be more emphasis on correlating the value of being drug-free and the rise in academic achievement; assurance that Drug Free Schools Appropriations remain with each LEA; more emphasis placed on substance abuse prevention being integrated into the Standard Course of Study

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Halifax County	Implementation of Life Skills curriculum; health fairs; distribution of pamphlets; flyers and other material; video presentations; motivational speakers; drug awareness programs; exposure to Community Resource agencies; Red Ribbon Campaign; strong participation from anti-drug clubs	Life Skills curriculum; health fairs; Great American Smoke-Out; distribution of pamphlets and other materials; video presentations; Smoke Free 2000; drug awareness programs	Empower students with Life Skills needed to resist experimentation and use
Weldon City	At the beginning of the school year, students are informed of the consequences for possession and/or use of drugs on the school campus; teachers hold discussions; SADD Chapter; material is distributed to schools to increase students' awareness; Safe Schools Week and Drug Free Week	Assemblies; Administrators, support staff, and teachers are involved in efforts to ensure students are made aware of preventive measures	There needs to be an increase of awareness at all levels in the school systems
Haywood County	D.A.R.E.; McGruff safety; character education activities; Quest; SCAN (child abuse); mentoring; American Heart Power; health fairs; peer helping; Prom Promise; Save-a-Sweetheart; Booze It & Lose It; SADD; Project Assist; (we are beginning Life Skills next semester)	D.A.R.E.; Great American Smoke-Out/SCREAM; TAG/TAP; Puppet show to all 3rd graders	Greater emphasis on elementary prevention efforts

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Henderson County	Skills for Growing; Skills for Adolescence; D.A.R.E.; K-5 and 9-12 ADD curricula; Quest	TAR WARS Poster contest; "Love My Lungs" book covers and signs; T-shirt exchange; tobacco cessation training provided; Tobacco Free For Life	
Hertford County	D.A.R.E. program; school resource officers; health education curriculum; SADD; A-STEP after school program	Great American Smoke-Out; Smoke Free school zones; A-STEP; health education curriculum	Increase availability to AOD funds on a more equitable/ noncompetitive basis; allot more monies for SRO and drug/alcohol counselors; provide cost free training and materials for AOD counselors, SRO, teachers and others
Hyde County	D.A.R.E. program; Red Ribbon Week; SADD; Drug Awareness education; Project Graduation; Prom Promise Teen Life education	Smoking is not allowed on school grounds by students	Personal presentations from youth abusers (who are now clean) and/or victims; more integration of alcohol/drug abuse in health and/or other curriculums
Iredell-Statesville	SAP; School Core; SRO; Character education, health education	Project ASSIST; School Core; SAP	Teacher quality prevention programs beginning in K; provide early intervention programs; parent education

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Jackson County	We are focusing our initiative in a proactive direction by centering on "positive addiction." By emphasizing personal fitness skills through fitness motivators such as heart rate monitors, we expect drug use among our students to decrease and in the future to be minimal. In addition, we are initiating a safety project, which will include promotion of seat belt use, helmet use and pedestrian safety. Our 4th graders will participate in the Basics of Bicycling program if our grant proposal is approved	As in drug use prevention, we are focusing our initiatives in a proactive direction. We expect smoking and tobacco use among our students to decrease and in the future to be minimal. In addition, we are initiating a safety project, which will include promotion of seat belt use, helmet use and pedestrian safety. Our 4th graders will participate in the Basics of Bicycling program if our grant proposal is approved	We should continue to keep our lines of communication open. It is critical that we listen to students and get their thoughts and ideas on what would be most effective to prevent the use and abuse of alcohol and other drugs
Lee County	Implementation of a Comprehensive K-12 Substance Abuse Curriculum; Early Intervention program; Pregnant Teens Support Group; conflict resolution and peer mediation program; SAFTE program; substance abuse outreach program and social work services; Tobacco Free Schools program; teacher in-service program. Lee County Schools engage in the community initiatives of the Lee County Drug-Action Committee, which sponsors drug prevention activities for students in the community and schools	The Student Code of Conduct acts as a deterrent to student smoking and tobacco use	Provide additional funds for program expansion, additional personnel to coordinate programs and for instructional materials

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Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Lenoir County	Project curriculum; chemical awareness program for athletes and their parents; character education; pre-game, drug-free tailgate parties, SADD	No-Smoking policies for students and staff; D.A.R.E.; Smoke Free 2000	Continue to work as we are doing. We did not get in this situation overnight; therefore, it will not be "fixed" overnight.
Lincoln County	School based mental health services; D.A.R.E.; Just Say No clubs; SAVE; Red Ribbon Week; 7th grade Career Day and Violence Prevention Month project initiatives; LEA training for teachers, counselors, social workers, parents, students, community representative and other school staff	Regional, state and national training meetings and conferences for counselors who serve as school level coordinators; contractual services for workshop, speakers, agencies and individuals providing services approved in the SADFCA Grant; Training materials, instructional supplies; hardware and software to carry out project objectives	Early intervention; prevention programs; transition programs; more money for school programs
Macon County	We are focusing our initiative in a proactive direction by centering on "positive addiction." By emphasizing personal fitness skills through fitness motivators such as heart rate monitors, we expect drug use among our students to decrease and in the future to be minimal. In addition, we are initiating a safety project, which will include promotion of seat belt use, helmet use and pedestrian safety. Our 4th graders will participate in the Basics of Bicycling program if our grant proposal is approved	As in drug use prevention, we are focusing our initiative in a proactive direction by centering on "positive addiction." By emphasizing personal fitness skills through fitness motivators such as heart rate monitors, we expect drug use among our students to decrease and in the future to be minimal. In addition, we are initiating a safety project, which will include promotion of seat belt use, helmet use and pedestrian safety. Our 4th graders will participate in the Basics of Bicycling program if our grant proposal is approved	We should continue to keep our lines of communication open. It is critical that we listen to students and get their thoughts and ideas on what would be most effective to prevent the use and abuse of alcohol and other drugs

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Charlotte-Mecklenburg Schools	CMS has clear, consistent alcohol, tobacco and other drug policy outlined in the *CMS Rights and Responsibilities Handbook* which is distributed to all students in grades K-12; Positive Options Program (POP) - first line of intervention for students who violate the CMS alcohol and drug policy; SAP; student support groups; Dream Team; Drug and Violence Plays for Children's Theater; Peaceful "Mascot"; community prevention initiatives - SAAM; Prom Promise; D.A.R.E.; NIDA/CPCC/Tanglewood Teacher Training project; community intervention initiatives; Here's Looking at You 2000; Life Skills Training	Let's Get Real About Tobacco presentations and hands-on demonstration props; SWAT - Students Warning Against Tobacco; tobacco education program; Smoke-Free Kids; Making Healthy Choices activity	Select programs that are comprehensive, family-focused, long term, of sufficient dosage to affect risk or protective factors, developmentally appropriate, beginning as early in the family life cycle as possible and delivered by well-trained, effective trainers; more and early childhood prevention education regarding substance abuse; prolonged intervention, repetition, emphasis and "booster" sessions throughout the teen years; need for family-based intervention; behavioral parent training, family therapy and positive parenting skills training; more community networking, communication and coalitions; ATOD training requirement for all NCDPI Initial Licensure Program teachers; evaluation tools for measuring program effectiveness

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Montgomery County	Lion's Quest; C.O.P.S.; D.A.R.E.; CARE; Making Healthy Choices; Drug Buster; peer mediation; Positively Me/Us curriculum; Choosing for Yourself I & II; Kids on the Block; Montgomery County Community Resource Team; Making Responsible Decisions for Healthy Living; Prom Promise; SAVE; PTO programs; Red Ribbon Week	ISS Education program; Smoke-Free Class of 2000; most of the programs listed in question # also address smoking	Educate parents; parental involvement
Moore County	Staff Development; community drug awareness; Red Ribbon Week; student assistance teacher; D.A.R.E. programs; Peer Mediation programs; SADD/Prom Promise; Project Graduation; SAVE; SASI	Teachers monitoring bathrooms; Saturday school for 1st & 2nd infractions; health class doing more discussions about why people should not indulge	Educate parents and students more about the long term problems; give alternatives to smoking and drugs
Nash-Rocky Mount	Cadet; D.A.R.E.; Healthful Living curriculum; SAP; Michael Walden - Attitude is Everything; speakers - Miss NC; Puppets; Poe Center	TNT; Project Assist; 2nd Offenders/Alternatives to Suspension; Smoking cessation group	Maintain current initiatives - teachers should engage students in seminar and one-on-one conversations using real life situations and seek feedback from them; teachers and parents should let students know they care and show it

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
New Hanover County	D.A.R.E.; Here's Looking at You 2000; Peer Mediation; treatment alternatives to long-term suspension; "The Edge" Ropes Course; mentor at the café; Community Alternatives to Suspension; Lacrosse and Academics teams; Youth Development Vision, Inc.	Smoke-Free Kids; Patrick Reynolds workshop; Here's Looking at You 2000	It's not what is the matter with youth, but rather what matters to youth. Our perspective needs to change; adults need to insure that youth have adequate opportunity for constructive use of time
Newton-Conover	Here's Looking at You 2000; I'm Special; D.A.R.E.; natural helpers	TATU; Get Real About Tobacco	Have State Board emphasize that students problems and issues are more important than test scores; a troubled student cannot learn
Northampton County	D.A.R.E.; speakers; Northampton County Minister's Council	D.A.R.E.; Minister's Council; speakers	Continue various programs, such as D.A.R.E. to educate students about the use and abuse of drugs. Additional programs and personnel would help
Onslow County	D.A.R.E.; Officer Friendly program; Framework for Helpful Living Education; SADD; SAVE; Student Athlete Summer Institute; Prom Promise; Project Graduation	Project ASSIST; D.A.R.E.; Peer Ambassadors; Peer listeners; STAY programs; Smoke-Free 2000	Continue the education process; providing the information necessary for good choices; provide encouragement and counseling; better identification process for students at-risk; more corrective action and less punitive measures, such as alternatives to suspension

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Chapel Hill-Carrboro City	Life Skills Training; locally developed drug prevention program; student assistance program; SADD; elementary program currently being revised	Tobacco cessation programs; Life Skills training; elementary program being revised	A program aimed at students from pre-K through grade 12 is needed which contains the following components: A skill based, positive health education curriculum enthusiastically taught by certified health educators and by classroom teachers; drug education should emphasize mental health and finding at-risk students in grades pre-K-5, skill based education in graded 6-8 and a matter-of-fact approach in grades 9-12. At the high school level information about how drug research is conducted should be included; school programs which give students many varied opportunities to serve the school and community in order to promote school bonding; a coordinated community approach; opportunities for parent education and involvement; drug prevention should be part of a Coordinated School Health Program; a strong social marketing approach should be used

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Pamlico County	Implementation of "Here's Looking at You 2000"; comprehensive Health Education program; D.A.R.E.	Anti-smoking campaigns and presentation; Great American Smoke-Out	Identify and provide positive role models; continued education and training; encourage/reward students that abstain; provide a good support group for students who wish to stop using alcohol and drugs
Elizabeth City-Pasquotank County	D.A.R.E.; Life Skills Training; ASSIST; QUEST	Life Skills Training; option for students who are considered for suspension for tobacco related infractions	Life Skills Training curriculum appears to be one of the most comprehensive approaches to prevention. We also need to provide training to parents to help them understand the parenting techniques that are more likely to result in emotionally healthy youngster
Pender County	HLAY 2000; Red Ribbon Week; Ropes course; new games; drug and alcohol survivor group; healthful living; talking with TJ; Peer helpers; Forward Bound; McGruff; D.A.R.E.; SADD; Success 101	Teens Against Tobacco Use; Red Ribbon Week	Educate parents

School District	Drug Prevention	Tobacco
Person County	D.A.R.E.; ADD curriculum; healthful living; school based assistance teams and CORE teams; Lions Quest; Youth Advisory Council Community Coalition; SAP; insight group; SAVE; SADD; SRO; staff development	Smoking cessa Tobacco Free programs
Pitt County	Campus Crime Stoppers; D.A.R.E.; PORT program; school nursing program; annual climate survey; violence prevention curricula; character education programs; teens, crime and community program; SAVE; SADD	Project ASSIS education; Saf Zones; PORT SASI; TATU;
Polk County	D.A.R.E.; student assistance; America's Pride; Peer Helping; mediation	TEG - alternat suspension; T
Randolph County	D.A.R.E.; Drug Free curriculum; mini-grants	Working with on a cessation attended Toba Schools works TATU training
Asheboro City	D.A.R.E.; Peer Helping; peer mediation	D.A.R.E.; Pee mediation

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rug Free Schools Programs

	Tobacco Prevention	Future Programs
ms;	Smoking cessation classes; Tobacco Free Schools programs	Continue to promote healthy/drug free lifestyles through community awareness efforts; continue providing relevant curriculum and resource materials
nate ter nity	Project ASSIST; health education; Safe School Zones; PORT program; SASI; TATU; board policy	Incorporate D.A.R.E. into more schools; community involvement; more school counselors
e;	TEG - alternative to suspension; TATU	Provide training for administration at state level; hire regional consultants and host regional meetings
	Working with Mental Health on a cessation program; attended Tobacco Free Schools workshops; attended TATU training workshops	Continue providing programs that will help work with students
	D.A.R.E.; Peer Helping; peer mediation	Support the D.A.R.E. program with evaluation and concrete evidence of its effectiveness

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Richmond County	Character Education; D.A.R.E.; International Drug Free Youths; disciplinary action if caught in possession or under the influence	Disciplinary actions; psycho-educational group for students caught	Begin AOD education at kindergarten level and expose children on a regular basis; continue through junior high
Roanoke Rapids City	SADD; Red Ribbon celebrations; "Light the Torch" multimedia presentation; "You Can Choose"; "Be Cool"; Burns & Company Puppet Show; "Free the Horses"; parent newsletters; athletic programs	SADD; Red Ribbon celebrations; "Light the Torch" multimedia presentation; "You Can Choose"; "Be Cool"; Burns & Company Puppet Show; "Free the Horses"; parent newsletters; athletic programs; American Smoke-Out Day; materials from the Smoke-Free Class of 2000	As long as kids view alcohol as an excepted part of our society, there is not much educators can do. Lobby against alcohol advertisements on TV
Public Schools of Robeson County	Peer mediators; alternatives to violence workshops; PTA Drug Awareness month; health education; D.A.R.E.; Red Ribbon Week; middle school lock-up; school resource officers; SADD; Prom Promise; Project Graduation; SASI; installation of surveillance equipment	Referred to outside contractual agency	Substance abuse and alternative to violence staff in every school, ratio of one staff per 300 students; establish alternatives to violence as a required course for all 9th grades
Rockingham County	Puppet Love; Bibliotherapies; D.A.R.E.; SAVE; Prom Promise/Safe and Sober Prom; Peer mediation; Red Ribbon Week	Health education curriculum	Continue above programs

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Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Rowan-Salisbury County	Life Skills; Project Alert; Drug Awareness education; Red Ribbon Week; "Yes to Life" concert	TATU; Project ASSIST; Smoke-Free Kids; Great American Smoke-Out; Get Real About Tobacco	More concentration should be placed on the upper elementary grades; decisions to begin using start before middle school. The media needs to get more involved in getting messages {positive - no use} out to kids
Rutherford County	SRO; D.A.R.E.; character education curriculum; Red Ribbon Week; Matt Fore; Miss NC visits; SADD clubs; Peer mentor/helper program; inservice in facilitating healthful living curriculum	Tobacco education classes/inservice for leaders; distribute literature from American Lung Association; facilitate awareness of new tobacco laws for students and parents; TATU; Peer mentors/helpers	Provide integrated units in core subjects; more funding training of teachers during summer
Clinton City	D.A.R.E.; SRO; counseling programs; various curricula are used as resources	No-smoking policy for students and staff	More supervised youth activities after school hours
Scotland County	D.A.R.E.; Saturday clinics; alcohol, drug safety curriculum materials as part of Health & PE classes; Refusal Skills curriculum materials; positive peer models	Saturday clinics; Refusal Skills curriculum materials; positive peer models	Early intervention - prior to middle school age

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Stanly County	SADD; Red Ribbon Week; SAVE; AOD-referral process, meetings; school resource officer	Posters in school; policies; student handbook	More searches of cars and lockers
Stanly County	D.A.R.E.; classroom guidance; Red Ribbon Week; healthful living curriculum; Choosing for Yourself; annual reports; poster contests; drug-free essays; SAVE; "Just for Me" video	Healthful living curriculum; Choosing for Yourself; Health for Life; classroom guidance; AOD committee reviews; Heart Power program; Get the Edge Prevention program; "Just Say No"; McGruff program	Continue to teach materials about making healthy choices, physical fitness, drug education, community resources; model moderation in everything we do; continue to raise student awareness; extensive theme teaching
Surry County	D.A.R.E.; SADD; Peer mediation/conflict resolution; substance abuse interagency council; character education initiatives; student services teams; outside resources presenting to students; safe/sober Prom Promise	We adhere to a punitive tobacco possession or usage policy	Provide more education; have available more student resources; find ways to encourage peers to be good role models
Elkin City	D.A.R.E.; McGruff drug prevention program; Red Ribbon Week; poster and essay contests; guest speakers; Prom Promise; Project Graduation; partnership with local mental health agency; SADD club	Tobacco awareness groups; individual counseling	Strengthen health education programs; promote programs and initiatives which advocate a healthy lifestyle; maintain a strong character education program; ensure that counselors are available to work with troubled students; keep penalties tough for offenders
Mt. Airy City	D.A.R.E.; SADD; SASI; SAP; Red Ribbon Week; Alcohol and Drug Awareness Month; Safe and Sober Prom, Project Graduation	None	Facilitate more parent and community initiatives that provide awareness and support for families. Alcohol and other substance abuse issues are family issues first and foremost

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Transylvania County	D.A.R.E.; Crime Stoppers; SROs; school board policies	D.A.R.E.; Crime Stoppers; SROs; school board policies	Higher fines should be levied against those who sell alcohol and drugs to students
Union County	Drug Free Youth incentives; SAAD; SLAD; safe and drug free county-wide dances; D.A.R.E.; SAVE	Other than D.A.R.E. and the health education curriculum, we put in a lot of time and effort with the "Great American Smoke-Out" using visuals, handouts, and models	More anti-smoking programs beginning at the elementary level and really emphasized at the middle school level
Vance County	Nigh Out Against Violence; Red Ribbon Week; SADD; D-TRAK; metal detector procedures; scholastic crime stoppers	Project ASSIST	Specialist in substance abuse counseling; flex school schedule; year round schools; longer days; after school and night & weekend programs; increase # of DSS workers
Wake County	Student assistance program; D.A.R.E.; drug abuse prevention lessons in health education curriculum	Lessons in health curriculum	Expand funds for SAPs in middle schools
Washington County	Unannounced visits by the drug dog and sheriff's department; drug, tobacco and alcohol awareness incorporated throughout the curriculum; guest speakers and school-wide assembly programs; school social worker and school nurse program initiatives; Red Ribbon Week; Be Smart and Say No to Drugs books; implemented new Discipline Plan Policy; school resource officer employed full time; locker/book bag search; tobacco free school workshop; posted signs; SAVE	Board Policy that supports a No Smoking Environment; D.A.R.E. programs; employing school social workers and nurses; curriculum guides; implemented new Discipline Plan Policy	Implement D.A.R.E. programs at each elementary school; provide school resources officers at each middle and high school; establish a crime stoppers program; establish a Speakers Bureau; continue to promote awareness of problems related to alcohol/ drug related situations; update multi-media tapes/films for students

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Watauga County	D.A.R.E.; SADD; W-ACT (Watauga Acting Concerned Teen) - prevention based substance abuse program; initiative to reduce underage drinking; drunk driving simulators; the safe and drug-free schools and community grants	WHAT (Watauga High Against Tobacco); Great American Smoke-Out; tobacco cessation group; tobacco free campus	Voluntary abstinence contracts signed by students with an incentive program for the class/grade level with the most cooperation; allow our mental health programs to initiate and train peers to educate, facilitate and recognize possible drug use
Wayne County	ATOD; required Chemical Awareness program; increased staff development for school personnel; peer mediation/conflict resolution program; character education program; collaboration with student services department with student assistance programs; deputy sheriff/monitor program; district-wide policies regarding substance abuse; Drug-Free School Zone; Red Ribbon campaign; Project Graduation; D.A.R.E. ; Elk's Club Poster and Essay contest; "Sing No to Drugs"; SADD; "Active Parenting Today"; SASI	ATOD; required Chemical Awareness program; increased staff development for school personnel; peer mediation/conflict resolution program; character education program; collaboration with student services department with student assistance programs; deputy sheriff/monitor program; district-wide policies regarding substance abuse; Drug-Free School Zone; Red Ribbon campaign; Project Graduation; D.A.R.E. ; Elk's Club Poster and Essay contest; "Sing No to Drugs"; SADD; "Active Parenting Today"; SASI; "Smoke-Free 2000"	Continuation of present services! We cannot discontinue or "let-up" on the effort! The continuous emphasis from kindergarten through 12th grade sends a message to our students and employees that we take a "zero tolerance" stance in the Wayne County School District as regards substance abuse. Increased funding would allow for the expansion of some programs or allow for the re-implementation of others that have been cut in past years due to funding decreases

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Wilkes County	Peer helpers; peer mediation; SASI; "Here's Looking at You 2000"; D.A.R.E.; Project Graduation; Red Ribbon Week	Peer helpers; peer mediation; SASI; "Here's Looking at You 2000"; D.A.R.E.; Project Graduation; Red Ribbon Week; Fresh Start smoking cessation program; Great American Smoke-Out; cancer society materials; "Heart Power" - heart association materials	Continue funding for current programs and materials; increase funding to upgrade materials and to conduct staff development training for teachers
Wilson County	After school tutorial program; D.A.R.E.; Sports drug awareness day; Project Graduation; Red Ribbon Week	After school tutorial program; D.A.R.E.; Sports drug awareness day; Project Graduation; Red Ribbon Week	Will continue with our present programs
Yadkin County	Here's Looking at You 2000; D.A.R.E.; Prom Promise; Project Graduation; character education; SADD; FIRE (Freedom, Investigate, Respond, Educate); violence prevention hotline; drug violence prevention video; support our students (with YMCA) SRO; healthful living curriculum; proposed drug testing policy; affective education with preschools and alternative schools	Here's Looking at You 2000; D.A.R.E.; Prom Promise; Project Graduation; character education; SADD; FIRE; healthful living curriculum; proposed drug testing policy; drug/violence prevention video; drug free workplace policy	A commitment at the federal and state levels to provide funding, time and personnel for an ongoing comprehensive drug education curriculum that addresses the needs of developmental stages/ cognitive recovering

1998-99
Safe and Drug Free Schools Programs

School District	Drug Prevention	Tobacco Prevention	Future Programs
Yancey County	Various video series on drugs, alcohol, self-esteem, tobacco use, decision making skills, listening skills, violence, conflict resolution, behavior management and character education; D.A.R.E.; series of books; healthy living week; You Can Choose series; Promise Promise	Various video series on drugs, alcohol, self-esteem, tobacco use, decision making skills, listening skills, violence, conflict resolution, behavior management and character education; D.A.R.E.; series of books; healthy living week; You Can Choose series; Promise Promise	Continue to educate students K-12. Encourage parents to become more involved in reinforcing the message about the hazards of drug, alcohol, and tobacco use and violence. Encourage legislators to establish stricter laws governing the use of drugs, alcohol, tobacco, and violence by under age persons

1998-99
DARE PROGRAM DATA

Grade Level	Number of LEAS	Number of Students Served	K-8 Visitation Lessons/Students
Elementary [K-5]	106	101,229	148,369
Middle School [6-8]	46	29,840	
High School [9-12]	17	8,143	

Data are based on SADFSC reports. Four school districts provided incomplete reports. Three school districts reported that they did not provide the DARE Program.

PROMISING ALTERNATIVE EDUCATION PROGRAMS

Ashe County

Ashe Central Project Turn Around

Contact Name	Wendy Cochrane Brown	***Phone***	(336)982-2126
Email Address		***Fax***	(704)982-4961
Program Address	626 Ashe Central School Road	***Number of schools served***	
	Jefferson	***Elementary:***	1
	NC	***Middle:***	0
	28640	***High:***	0
Physical Location	Ashe Central High		
Street Address	626 Ashe Central School Road	***Grades served:***	7
City	Jefferson	***School or Program?***	Program
Courier Number	15-65-01	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	
Serve Expelled?	No	***Serve Willie M?***	Yes
Serve Suspended?	No	***Serve Section 504?***	Yes
Serve Exceptional?	No	***Serve Others?***	Yes

Program Description (provided by the program):

The Project Turn Around program at Ashe Central was designed to meet the needs of 10-12 incoming seventh grade students. These students were recommended by teachers and guidance counselors from feeder schools. After carefully choosing students, parents were contacted and given the option to let children participate. The goal has been to help these students adapt to middle school life with as much ease as possible. The regular curriculum has been covered throughout the year. How ever things such as the ropes course, rock climbing, and caving have also been included. These activities were intended to increase self-esteem and confidence. They were indeed very successful. Also, with the help of other staff members, the students have been involved with regular science and writing classes. This has been most helpful. We are looking for very positive results from our test scores. The students have made marked improvement. Many of these students are very capable of graduating with a diploma. Hopefully programs like this will continue to provide the needed support for at-risk students.

Ashe County

Beaver Creek High School Project Turn Around

Contact Name	Shera Bumgarner Ashley	***Phone***	(336)246-5311
Email Address		***Fax***	
Program Address	150 Beaver Creek Road West Jefferson NC 28694	***Number of schools served*** ***Elementary:*** ***Middle:*** ***High:***	
Physical Location	Beaver Creek High		
Street Address	150 Beaver Creek Road	***Grades served:***	7
City	Jefferson	***School or Program?***	Program
Courier Number	15-65-01	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	
Serve Expelled?	No	***Serve Willie M?***	Yes
Serve Suspended?	No	***Serve Section 504?***	Yes
Serve Exceptional?	No	***Serve Others?***	Yes

Program Description (provided by the program):

The Project Turn Around at Beaver Creek High School is designed to serve the educational needs of selected students who have been performing poorly in academics, attendance, or have problems succeeding in the normal school environment. The program focuses on building self-esteem and encourages the completion of high school. Our program is enhanced by linking the home and school with constant parental involvement. Students are mainstreamed back into the regular classroom after one year of being in the program.

Brunswick County

Brunswick Learning Center

Contact Name	Bob Rhyne	***Phone***	(910)457-0777	
Email Address		***Fax***	(910)457-9893	
Program Address	705 N Lord Street Southport NC 28461	***Number of schools served*** ***Elementary:*** ***Middle:*** ***High:***	 0 4 3	
Physical Location	Brunswick Learning Center			
Street Address	705 North Lord Street	***Grades served:***		6-12
City	Southport	***School or Program?***		School
Courier Number	04-20-02	***New Program in 1998-99?***		Existing
Program Site:	Campus separate from regular school	***Number of Students Anticipated:***		100
Serve Expelled?	Yes	***Serve Willie M?***	Yes	
Serve Suspended?	Yes	***Serve Section 504?***	Yes	
Serve Exceptional?	Yes	***Serve Others?***	Yes	

Program Description (provided by the program):

The Brunswick Learning Center's (BLC) objectives are to rehabilitate and send back to home school or graduate all students assigned to BLC. Students are assigned to BLC for long term suspendable offenses (for grades six and above), for our teen parent program, as a result of court, and/or special reasons approved by the Assistant Superintendent. BLC runs on a 3x3 block schedule form 8:40am until 2:20pm daily.

Cabarrus County

Hartsell Center

Contact Name	Dr. Randy D. Steele	***Phone***	(704)793-1736
Email Address		***Fax***	(704)793-1740
Program Address	30 Swink Street Concord NC 28027-6339	***Number of schools served*** ***Elementary:*** ***Middle:*** ***High:***	 0 4 4
Physical Location	Hartsell Center		
Street Address	30 Swink Street	***Grades served:***	6-12
City	Concord	***School or Program?***	School
Courier Number	05-02-04	***New Program in 1998-99?***	Existing
Program Site:	Campus separate from regular school	***Number of Students Anticipated:***	400
Serve Expelled?	Yes	***Serve Willie M?***	Yes
Serve Suspended?	Yes	***Serve Section 504?***	Yes
Serve Exceptional?	Yes	***Serve Others?***	Yes

Program Description (provided by the program):

The Hartsell Center offers an opportunity for students who have been suspended for three or more days to continue their academic work with assistance from a professional staff. The program also includes counseling services in the areas of anger management, conflict resolution, learning styles, and career interests as well as a GED preparation component. Classes are from 8:00am to 1:30pm Monday through Friday. Students who are suspended for three of more days and who are recommended by the home school principal or assistant principal are eligible to attend Hartsell for the duration of the suspension period. Middle School students, who have long-term suspension may earn credit for their CORE courses (Communications, Math, Science, Social Studies) while they are at Hartsell. Students will have to score at least Level 3(grade level) on the NC EOG test. High school students, who have long-term suspension, may earn 2 academic credits and workforce development (Vocational) credit while at Hartsell. The number of credits earned are individually determined, and based on the student's current achievement level, courses offered via the computer-based learning program, and the student's initiative and effort. Students and parents must follow all intake procedures and sign a contract of agreement for student conduct.

Kannapolis City Schools

ASWAS

Contact Name	Jeanne J. Boswell	***Phone***	(704)932-4103
Email Address		***Fax***	(704)932-4104
Program Address	525 East C Street Kannapolis NC 28083	***Number of schools served*** ***Elementary:*** ***Middle:*** ***High:***	 0 1 0
Physical Location	Kannapolis Middle School		
Street Address	525 East C Street	***Grades served:***	6-8
City	Kannapolis	***School or Program?***	School
Courier Number	05-08-01	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	20
Serve Expelled?	Yes	***Serve Willie M?***	Yes
Serve Suspended?	Yes	***Serve Section 504?***	Yes
Serve Exceptional?	Yes	***Serve Others?***	Yes

Program Description (provided by the program):

At-risk students, upon identification and selection by the Administration are assigned to our very structured self-contained situation. Weekly reports are made to parents, guidance and administration. After a three-week assessment, we begin the process of re-entry to the regular school program if student progress indicates that he/she is ready. The ASWAS curriculum and instruction is designed to enable students to pass the End of Grade tests, move to the next grade level and acquire appropriate social skills. Students are provided instruction at their academic levels and their schedules are individualized accordingly.

Kannapolis City Schools

Second Chance

Contact Name	Vickie Wilhelm	***Phone***	(704)932-6125	
Email Address		***Fax***	(704)933-1862	
Program Address	415 East 1st St Kannapolis NC 28081	***Number of schools served*** ***Elementary:*** ***Middle:*** ***High:***	 0 0 1	
Physical Location	AL Brown High School			
Street Address	415 East First Street	***Grades served:***		9-12
City	Kannapolis	***School or Program?***		Program
Courier Number	05-08-01	***New Program in 1998-99?***		Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***		40
Serve Expelled?	No	***Serve Willie M?***	No	
Serve Suspended?	Yes	***Serve Section 504?***	Yes	
Serve Exceptional?	Yes	***Serve Others?***	Yes	

Program Description (provided by the program):

Second Chance is based upon the belief that there are many ways to become educated as well as many types of environments and structures within which education may occur. Second Chance provides an option for dropouts, potential dropouts, pregnant/parenting students, and students who are not functioning in the regular day (discipline and/or home reasons) to remain in school and work toward their diploma. Second Chance is designed to be less competitive and to provide a more individualized approach to learning. Second Chance offers instruction during regular school hours plus non-school hours.

Cleveland County

P.A.S.S. Program Alternatives Spell Success

Contact Name	Bill McCullough	*Phone*	(704)538-7403
Email Address	billmc@shelby.net	*Fax*	(704)484-9224
Program Address	307 East Stagecoach Trail Lawndale NC 28090	*Number of schools served* *Elementary:* *Middle:* *High:*	 0 0 2
Physical Location	Burns High School		
Street Address	307 East Stagecoach Trail	*Grades served:*	9-12
City	Lawndale	*School or Program?*	Program
Courier Number	06-52-01	*New Program in 1998-99?*	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	*Number of Students Anticipated:*	40
Serve Expelled?	No	*Serve Willie M?*	No
Serve Suspended?	No	*Serve Section 504?*	Yes
Serve Exceptional?	Yes	*Serve Others?*	Yes

Program Description (provided by the program):

Program Alternatives Spell Success (P.A.S.S.) provides an alternative, one on one and small group setting which provides students an opportunity to fulfill requirements toward high school graduation. Students must provide their own transportation home if staying beyond regular school hours. P.A.S.S. staff communicates frequently with parents concerning attendance, grades, and behavior of P.A.S.S. students. The staff consists of one teacher and one teacher's assistant, and the hours of operation are Monday-Friday during regular school hours and Monday-Thursday until 5:00pm. Course credit is offered in all core curriculum areas and most electives. Both dual enrollment and exclusive enrollment are allowed in P.A.S.S. Services are provided to any students at-risk, dropouts, late enrollees, and transfer students.

Whiteville City Schools

Whiteville City Schools Extended Day

Contact Name	Morris D. Pridgen	***Phone***	(910)642-4325
Email Address		***Fax***	(910)642-8171

Program Address	413 N. Lee St. Whiteville NC 28472	***Number of schools served***	
		Elementary:	0
		Middle:	1
		High:	1
Physical Location	Whiteville High School		

Street Address	413 North Lee Street	***Grades served:***	8-12
City	Whiteville	***School or Program?***	Program
Courier Number	08-51-11	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	50

Serve Expelled?	Yes	***Serve Willie M?***	Yes
Serve Suspended?	Yes	***Serve Section 504?***	Yes
Serve Exceptional?	Yes	***Serve Others?***	Yes

Program Description (provided by the program):

The program is designed to provide students, (ages 14-21), who have dropped out or at-risk of dropping out of school, the opportunity to continue their education, while working full or part-time. Their educational and training needs are met by academic instruction (courses required to receive high school diploma), support services such as assessment, testing, counseling, career exploration and pre-employment skills training. Childcare, transportation, free lunch program and job placement services are also provided. Classes are offered quarterly, Mon-Thurs. (3:30-7:30pm) with a make-up lab open daily and on Fridays.

Currituck County

Currituck County High School Alternative Program

Contact Name	Julie Douglass	***Phone***	(252)232-8743
Email Address	douglaj@interpath.com	***Fax***	(252)232-3655
Program Address	PO Box 40 Currituck NC 27929	***Number of schools served*** ***Elementary:*** ***Middle:*** ***High:***	 0 0 1
Physical Location	Currituck County High School		
Street Address	4203 Caratoke Hwy	***Grades served:***	9-10
City	Barco	***School or Program?***	Program
Courier Number	10-69-03	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	8
Serve Expelled?	No	***Serve Willie M?***	Yes
Serve Suspended?	No	***Serve Section 504?***	Yes
Serve Exceptional?	No	***Serve Others?***	Yes

Program Description (provided by the program):

The Alternative Education Program's purpose is to provide a more structured differentiated educational environment for students whose behavior makes them at-risk of long-term suspension or expulsion. The intent is to educate these students in a specialized program until such time that their improved behavior allows them to be returned to the regular education to pursue other educational opportunities.

Davie County

S.A.V.E. (Safe and Violence-free Education)

Contact Name	J. Dwaine Phifer, Ph.D.	*Phone*	(336)998-5555
Email Address		*Fax*	(336)998-7233

Program Address
497 Farmington Road
Mocksville
NC
27028

Number of schools served
Elementary: 5
Middle: 2
High: 1

Physical Location	North Davie Middle School		
Street Address	497 Farmington Road	*Grades served:*	6-8
City	Mocksville	*School or Program?*	Program
Courier Number	09-41-02	*New Program in 1998-99?*	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	*Number of Students Anticipated:*	6

Serve Expelled?	Yes	*Serve Willie M?*	Yes
Serve Suspended?	Yes	*Serve Section 504?*	Yes
Serve Exceptional?	Yes	*Serve Others?*	Yes

Program Description (provided by the program):

Davie County's S.A.V.E. Day Treatment Program serves up to 6 middles school students. The program is housed at North Davie Middle School. The program is staffed by a teacher, a teaching assistant, a counseling therapist, and an on-site coordinator. The program has been operating successfully four years. It was designed to provide an alternative educational setting for students unable to function adequately in less restrictive self-contained programs. The goal of the program is to prepare the S.A.V.E. students of return to less restrictive educational settings after developing more self control and appropriate social skills. The academic focus is on teaching for mastery and remediation of skill deficits.

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Edgecombe County

Alternative Learning Program at Phillips School

Contact Name	Susan Morgan/Dr. Evelyn	***Phone***	(252)446-8824
Email Address		***Fax***	(252)446-1629

Program Address	Bridgers Building 1710 Panola Tarboro NC 27886	***Number of schools served*** ***Elementary:*** ***Middle:*** ***High:***	 1 1 0
Physical Location	Phillips School		

Street Address	State Road 1407, Rt. 2 Box 1	***Grades served:***	4-8
City	Battleboro	***School or Program?***	Program
Courier Number	07-52-22	***New Program in 1998-99?***	Existing/New
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	50

Serve Expelled?	No	***Serve Willie M?***	Yes
Serve Suspended?	No	***Serve Section 504?***	Yes
Serve Exceptional?	Yes	***Serve Others?***	Yes

Program Description (provided by the program):

The students enrolled in the Alternative Learning Program at Phillips School are served by the certified teacher twice weekly, primarily for behavioral reasons. The teacher works with the students individually, in small groups, and in the regular classroom to help students with appropriate behavioral and social skills. The primary focus is to keep students in the regular classroom and to reduce office referrals. This teacher works in another school 3 times a week.

Winston-Salem/Forsyth

School-Within-A-School at Glenn High School

Contact Name	Patricia Gainey	***Phone***	(336)771-4506
Email Address	pgsinry@glenn.wsfcs.k12.nc.us	***Fax***	(336)771-4507
Program Address	1600 Union Cross Road	***Number of schools served***	
	Kernersville	***Elementary:***	0
	NC	***Middle:***	0
	27284	***High:***	1
Physical Location	Glenn High School		
Street Address	1600 Union Cross Road	***Grades served:***	9-12
City	Kernersville	***School or Program?***	Program
Courier Number	13-06-05	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	
Serve Expelled?	Yes	***Serve Willie M?***	Yes
Serve Suspended?	Yes	***Serve Section 504?***	Yes
Serve Exceptional?	No	***Serve Others?***	Yes

Program Description (provided by the program):

The School-Within-A-School program at Robert B. Glenn High School is designed to help at-risk students who are in danger of not receiving their high school diplomas. Students are recommended by either the parent, asst. principal or the guidance counselor. The school operates within the regular school day which allows students to be scheduled into the program as part of a course selection. The program utilizes computer software which guides and assist students in meeting the competencies for each course. The classes are multi-grade level courses where students receive one on one instruction by a certified teacher. As students complete the required courses, students are integrated back into the regular school setting. The ALP has helped with dropout prevention, and graduation requirements.

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Person County

Northern Middle School MAP Program

Contact Name	Sandra R. Davis	***Phone***	(336)599-6344
Email Address	Daviss@person.k12.nc.us	***Fax***	(336)599-2194
Program Address	1935 Carver Drive Roxboro NC 27573	***Number of schools served*** ***Elementary:*** ***Middle:*** ***High:***	 0 1 0
Physical Location	Northern Middle School		
Street Address	1935 Carver Drive	***Grades served:***	6-8
City	Roxboro	***School or Program?***	Program
Courier Number	02-33-13	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	30
Serve Expelled?	Yes	***Serve Willie M?***	No
Serve Suspended?	Yes	***Serve Section 504?***	Yes
Serve Exceptional?	Yes	***Serve Others?***	Yes

Program Description (provided by the program):

The focus of the MAP program is to improve student's GPA. Students were pulled out of Math and Language Arts, and given extra help. Discipline and attendance are also two factors that serve as criteria for students to enter into the program.

Person County

Person Alternative High School

Contact Name	Sandra R. Davis	***Phone***	(336)599-8321
Email Address	Daviss@person.k12.nc.us	***Fax***	(336)599-2194

Program Address

1010 Ridge Road
Roxboro
NC
27573

Number of schools served

Elementary:	0
Middle:	0
High:	1

Physical Location	Person High School
Street Address	1010 Ridge Road
City	Roxboro
Courier Number	02-33-13
Program Site:	Same campus as the regular school, but in a facility shared with the regular school

Grades served:	6-8
School or Program?	Program
New Program in 1998-99?	Existing
Number of Students Anticipated:	25

Serve Expelled?	No	***Serve Willie M?***	No
Serve Suspended?	Yes	***Serve Section 504?***	Yes
Serve Exceptional?	Yes	***Serve Others?***	Yes

Program Description (provided by the program):

The Alternative School serves students in grades 9-12, who are at-risk of dropping out of school or who have dropped out. Students take 3 courses from the North Carolina Standard Course of Study and are taught by certified teachers. The goal is for each student to develop positive behaviors, improve attendance, and become academically successful.

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Person County

Southern Middle School MAP Program

Contact Name	Sandra R. Davis	***Phone***	(336)599-6995
Email Address	Daviss@person.k12.nc.us	***Fax***	(336)599-2194
Program Address	209 Southern Middle School Road	***Number of schools served***	
	Roxboro	***Elementary:***	0
	NC	***Middle:***	1
	27573	***High:***	0
Physical Location	Southern Middle School		
Street Address	209 Southern Middle School Rd	***Grades served:***	6-8
City	Roxboro	***School or Program?***	Program
Courier Number	02-33-13	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	
Serve Expelled?	Yes	***Serve Willie M?***	No
Serve Suspended?	Yes	***Serve Section 504?***	Yes
Serve Exceptional?	Yes	***Serve Others?***	Yes

Program Description (provided by the program):

The focus of the MAP program is to improve student's GPA. Students were pulled out of Math and Language Arts, and given extra help. Discipline and attendance are also two factors that serve as criteria for students to enter into the program.

Pitt County

Ayden Middle School

Contact Name	Anne Booth	***Phone***	(252)746-3672
Email Address		***Fax***	(252)746-9923
Program Address	1207 West 3rd Street	***Number of schools served***	
	Ayden	***Elementary:***	1
	NC	***Middle:***	0
	28513	***High:***	0
Physical Location	Ayden Middle School		
Street Address	1207 West 3rd Street	***Grades served:***	7-8
City	Ayden	***School or Program?***	Program
Courier Number	01-48-37	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	
Serve Expelled?	Yes	***Serve Willie M?***	No
Serve Suspended?	Yes	***Serve Section 504?***	Yes
Serve Exceptional?	Yes	***Serve Others?***	Yes

Program Description (provided by the program):

An alternative program is needed at Ayden Middle School to meet the educational needs of at -risk students in grades 7-8 from Ayden Middle School and Grifton Elementary by providing a safe, orderly environment to improve attendance, behavior, and academic skills. The instructional plan is to provide a structured educational setting for eligible students to meet their academic requirements set forth by the Standard Course of Study while developing skills needed for success at home, school, and in the community. Students who have failed one or more grades or scored level I or II on EOG tests in reading and math, poor attendance records, or lack of motivation for academic settings are eligible to be in the program. The success rate of students in academics, behavior, and attendance are monitored and reviewed by alternative teacher, classroom teachers, and principal or assistant principal each six weeks.

Pitt County

EB Aycock Middle School Burger King Academy

Contact Name	Willa M. Godley	*Phone*	(252)756-4181
Email Address		*Fax*	(252)745-4437

Program Address	1325 Red Banks Road Greenville NC 27858	*Number of schools served* *Elementary:* 0 *Middle:* 1 *High:* 0	
Physical Location	E.B. Aycock Middle School		

Street Address	1325 Red Banks Road	*Grades served:*	6-8
City	Greenville	*School or Program?*	Program
Courier Number	01-48-37	*New Program in 1998-99?*	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	*Number of Students Anticipated:*	

Serve Expelled?	Yes	*Serve Willie M?*	No
Serve Suspended?	No	*Serve Section 504?*	No
Serve Exceptional?	Yes	*Serve Others?*	Yes

Program Description (provided by the program):

E.B. Aycock Middle School Burger King Academy is a middle school program that provides a nourishing atmosphere for at-risk students. Basically we provide services to repeaters. The program is planned to involve the students with Educators, mentors, tutors, and community speakers. The curriculum is enhanced with trips related to curricula and meeting the needs of the total child.

Pitt County

Wellcome Middle School Alternative Class

Contact Name	Clyde Carroll	*Phone*	(252)752-5938
Email Address		*Fax*	(252)752-1685

Program Address	3101 N. Memorial Drive Greenville NC 27834	*Number of schools served*	
		Elementary:	0
		Middle:	1
		High:	0
Physical Location	Wellcome Middle School		

Street Address	Route 6 Box 76	*Grades served:*	6-8
City	Greenville	*School or Program?*	Program
Courier Number	01-48-37	*New Program in 1998-99?*	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	*Number of Students Anticipated:*	

Serve Expelled?	Yes	*Serve Willie M?*	No
Serve Suspended?	Yes	*Serve Section 504?*	Yes
Serve Exceptional?	Yes	*Serve Others?*	Yes

Program Description (provided by the program):

At The Wellcome Middle School Alternative Classroom, students are in a self-contained setting with one teacher and one assistant. They are mainstreamed for exploratory classes. Students in the program are ones who have been retained. The objective is for them to work hard and perform at grade level. Once they perform at grade level, they return to the regular classroom.

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Rowan-Salisbury

Remedial Educational Alternative For Children

Contact Name	Sharon Deal	*Phone*	(704)630-6037
Email Address		*Fax*	(704)639-3070
Program Address	PO Box 2349 Salisbury NC 28145	*Number of schools served* *Elementary:* *Middle:* *High:*	 6
Physical Location	Various school sites		
Street Address		*Grades served:*	6-8
City		*School or Program?*	Program
Courier Number	02-30-01	*New Program in 1998-99?*	Existing/New
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	*Number of Students Anticipated:*	700
Serve Expelled?	No	*Serve Willie M?*	No
Serve Suspended?	No	*Serve Section 504?*	Yes
Serve Exceptional?	Yes	*Serve Others?*	

Program Description (provided by the program):

Remedial Educational Alternative for Children (REACH) is an immediate remediation program that functions during the regular school day and year at the student's home school. It focuses on improving reading, writing, and math skills of low-performing students by placing them in a reduced class size environment. Generally, students are served for two periods/day for a quarter and then returned to their regular team/exploratory classes.

Rowan-Salisbury

Second Chance Alternative Learning Environment (SCALE)

Contact Name	Sharon D. Deal	***Phone***	(704)630-6037
Email Address		***Fax***	(704)639-3070
Program Address	PO Box 2349 Salisbury NC 28145	***Number of schools served*** ***Elementary:*** ***Middle:*** ***High:***	 0 6 0
Physical Location	Ellis Street Annex		

Street Address	314 North Ellis Street	***Grades served:***	6-8
City	Salisbury	***School or Program?***	Program
Courier Number	05-30-01	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	60

Serve Expelled?	Yes	***Serve Willie M?***	No
Serve Suspended?	Yes	***Serve Section 504?***	Yes
Serve Exceptional?	Yes	***Serve Others?***	Yes

Program Description (provided by the program):

Second Chance Alternative Learning Environment (SCALE) targets regular students who have demonstrated consistent disruptive behavior and places them in an alternative, self-contained classroom for a minimum period of 45 days. Students work their way through four behavior levels to return to the regular classroom. Students are re-integrated to the regular schedule one or two class periods at a time.

Union County

Monroe Middle School (Evening)

Contact Name	Ike Fullard	***Phone***	(704)296-3120
Email Address		***Fax***	(704)296-3122
Program Address	601 East Sunset Drive Monroe NC 28112	***Number of schools served*** ***Elementary:*** ***Middle:*** ***High:***	 0 1 0
Physical Location	Monroe Middle School		
Street Address	601 East Sunset Drive	***Grades served:***	6-8
City	Monroe	***School or Program?***	Program
Courier Number	03-03-02	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	
Serve Expelled?	No	***Serve Willie M?***	No
Serve Suspended?	Yes	***Serve Section 504?***	Yes
Serve Exceptional?	Yes	***Serve Others?***	Yes

Program Description (provided by the program):

Monroe Middle School Evening program allows us the capacity to meet objectives required by the local school system and state requirements. Evening school students all required to meet placement criteria, complete intended outcomes, and meet objectives of a required evaluation in order to return to full day school assignment.

Warren County

Warren County High School-Within-A-School

Contact Name	Diane Rogers	***Phone***	(252)257-3490
Email Address		***Fax***	(252)257-5689
Program Address	Rt 1 Box 149 Warrenton NC 27589	***Number of schools served*** ***Elementary:*** ***Middle:*** ***High:***	 0 0 1
Physical Location	Warren County High		
Street Address	Rt 1 Box 149	***Grades served:***	9-12
City	Warrenton	***School or Program?***	Program
Courier Number	07-30-01	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	25
Serve Expelled?	No	***Serve Willie M?***	No
Serve Suspended?	No	***Serve Section 504?***	Yes
Serve Exceptional?	Yes	***Serve Others?***	Yes

Program Description (provided by the program):

The mission of the Warren County High School-Within-A-School is to provide educational opportunities for students whose needs are not being met in the traditional school setting by promoting a school climate that fosters academic excellence, maximum personal growth and the development of productive citizens. Our goals are the following: (1) To support students in successfully obtaining a high school diploma or equivalent; (2) To provide student support services for developing and implementing a personal growth plan from school to post secondary activities; (3) To provide students with skills, knowledge and values to exercise their rights and responsibilities of citizenship. Students currently enrolled in grades 9-12 are eligible based on the following criterion: (1) Students failing more than half of their classes during one school year; (2) Students with medical conditions that adversely affect their performance; (3) Students retained at least one year; (4) Students with chronic absenteeism; (4) Students not age appropriate at their grade level; (5) Students are not identified as exceptional children; (6) Students and parent/guardian must consent for placement.

Washington County

Creswell High School Alternative Program

Contact Name	Patti Sanders Smith	*Phone*	(252)797-4766
Email Address		*Fax*	(252)797-4651
Program Address	Middle Street	*Number of schools served*	
	Creswell	*Elementary:*	0
	NC	*Middle:*	1
	27928	*High:*	1
Physical Location	Creswell High School		
Street Address	Middle Street	*Grades served:*	7-12
City	Creswell	*School or Program?*	Program
Courier Number	16-11-01	*New Program in 1998-99?*	New
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	*Number of Students Anticipated:*	10
Serve Expelled?	Yes	*Serve Willie M?*	Yes
Serve Suspended?	Yes	*Serve Section 504?*	Yes
Serve Exceptional?	Yes	*Serve Others?*	Yes

Program Description (provided by the program):

The Alternative School program at Creswell High School will provide educational opportunities for students who have not been successful in the traditional school setting. This will be a modified educational program designed to address the needs of students that have been identified as such, or placed there as part of the disciplinary plan. It will provide an educational setting in which a smooth transition can take place from school to work, as in the case of students over 18 taking one or two courses in order to graduate. It will also facilitate the return of students to the regular classroom setting, as in the case of those students participating in Saturday Academy or ISS. The strong, positive instructional program will utilize the quality educational strategies furnishing the opportunity to address those needs of each student enrolled in an individualized instructional program.

Washington County

Washington County Union Alternative Program

Contact Name	Gloria B. McCray	***Phone***	(252)793-2835
Email Address		***Fax***	(252)793-4411
Program Address	PO Box 309	***Number of schools served***	
	Roper	***Elementary:***	0
	NC	***Middle:***	1
	27970	***High:***	0
Physical Location	Washington County Union School		
Street Address	37 East Millpond Rd	***Grades served:***	5-8
City	Roper	***School or Program?***	Program
Courier Number	16-11-01	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	10
Serve Expelled?	Yes	***Serve Willie M?***	Yes
Serve Suspended?	Yes	***Serve Section 504?***	Yes
Serve Exceptional?	No	***Serve Others?***	Yes

Program Description (provided by the program):

The Alternative Program at Washington County Union School is housed at the school. It serves students who are experiencing behavioral and/or academic problems that prevent them from succeeding in the regular classroom. Students are assigned for at least six weeks after having been in the In-School Suspension program. The only exception is if an offense meets the ALP instead of In-School Suspension guidelines. The aim of the program is to return all students to the regular classroom.

Wilkes County

Options

Contact Name	Dave Sidden	***Phone***	(336)667-1121
Email Address	dasidden@wilkes.net	***Fax***	(336)838-2051
Program Address	201 West Main Street Wilkesboro NC 28697	***Number of schools served*** ***Elementary:*** ***Middle:*** ***High:***	 0 2 0
Physical Location	Millers Creek Inter./Mountain View Elemementary		
Street Address	4340N. NCHwy16/5464 Mt View	***Grades served:***	6-8
City	Millers Creek/Hays	***School or Program?***	Program
Courier Number	15-16-12	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a separate building	***Number of Students Anticipated:***	
Serve Expelled?	Yes	***Serve Willie M?***	Yes
Serve Suspended?	Yes	***Serve Section 504?***	Yes
Serve Exceptional?	No	***Serve Others?***	Yes

Program Description (provided by the program):

Students who are not being served through any other programs are identified based on academic performance, social behavior, and home influences. These students (Grades 6&7) are taught in a self-contained environment which not only addresses academic needs but attempt to prepare the students for re-entry at the 8th grade level. We have significantly reduced the potential dropouts projected from these groups and have raised their academic growth on EOG's.

Wilson County

Back-On-Track

Contact Name	Dalphine L. Perry	***Phone***	(252)399-7973
Email Address	widperry@eastnet.educ.ecu.edu	***Fax***	(252)399-7749

Program Address	1301 Corbett Avenue Wilson NC 27893	***Number of schools served*** ***Elementary:*** ***Middle:*** ***High:***	 0 6 0
Physical Location	Toisnot Middle School		

Street Address	1301 Corbett Avenue	***Grades served:***	7
City	Wilson	***School or Program?***	Program
Courier Number	01-52-07	***New Program in 1998-99?***	Existing
Program Site:	Same campus as the regular school, but in a facility shared with the regular school	***Number of Students Anticipated:***	15

Serve Expelled?	No	***Serve Willie M?***	No
Serve Suspended?	Yes	***Serve Section 504?***	Yes
Serve Exceptional?	Yes	***Serve Others?***	Yes

Program Description (provided by the program):

Back-On-Track is an alternative learning program that targets at-risk students who have been retained in the 7th grade. These students are taught the state 7th and 8th grade curriculums in one year. Our focus is on increased academic achievements, improved attendance and improvement in discipline/conduct at school. The expectation is that these students will satisfy our regular local promotion standards and successfully get back on track with their peers as they enroll in the 9th grade at their home-based high school.

TRAINING

- **State and National Training**

TRAINING

Bridge to Successful Conflict Resolution
North Carolina Association of Educators, Incorporated
700 South Salisbury Street
P.O. Box 27347
Raleigh, NC 27611-7374
Contact: Angela Farthing
(919) 832-3000
Two to ten hour workshop on conflict resolution and peer mediation. Workshop participants will be able to: identify conflict styles and understand how the styles are used in everyday life, refresh their communication skills and understand what an effective communicator is, demonstrate the negotiation steps and get ideas on how to implement the steps in regular classroom lessons, know what is needed for a successful program at the school level, and explain the role of the mediator and site coordinator.

Children's Creative Response to Conflict
Box 271
Nyack, NY 10960
(914) 358-4601
These are workshops for children and people who work with children.
Included is an activity source-book, The Friendly Classroom for a Small Planet.

Conflict Resolution Resources for Schools and Youth
21540 Market Street
Suite 490
Francisco, CA 94102
Contact: Community Board Program
(415) 552-1250
Conflict Manager Training Institute participants learn to train students to be conflict managers and also learn to train trainers at the elementary and secondary levels.

Dealing with Anger: Givin' It, Takin' It, Working' It Out: A Violence Prevention Program for African American Youth by W. R. Hammond. 1991. This is a training program designed to teach youth how to deal appropriately with anger.
Published by Research Press
Champaign, IL
(217) 352-3273

Get Real About Violence
AGC Educational Media
1560 Sherman Avenue, Suite 100
Evanston, IL 60201
(847) 328-6700
1-800-323-9084
e-mail: agc@mcs.net
A violence prevention program for students and staff. Classroom units for grades K-1, 2, 3, 4-6, 6-9, and a school-wide staff-training unit for grades K-9.

Los Angeles County Bar Association Dispute Resolution Services, Incorporated
617 South Olive Street
P.O. Box 55020
Los Angeles, CA 90055
(213) 896-6533
This group provides training materials for teachers and students.

North Carolina Center for the Prevention of School Violence
20 Enterprise Street, Suite 2
Raleigh, NC 27607-7375
(919) 515-9397 / 1-800-299-6054
Fax: (919) 515-9561
Web: www.ncsu.edu/cpsv/
In operation for five years, the Center for the Prevention of School Violence offers information, expertise, and skill-building opportunities on a wide-ranging series of topics in the arena of school violence prevention. Led by nationally known school violence prevention expert, Dr. Pamela L. Riley, the Center is able to provide keynote speakers, short (one hour) awareness

sessions, short (two-three hour) presentations, or one-, two-, three-, four-day workshops on the topics listed below.

Topics Available:

- Emerging Trends in School Violence Prevention
- Building Risk and Resiliency in Youth
- Warning Signs and Protocols for Potentially Violent Situations
- Safe School Planning
- Conflict Management and Peer Mediation
- Teens, Crime, and the Community
- Students Against Violence Everywhere (S.A.V.E.)
- School Resources Officers – Implementation and Challenges
- Classroom Management
- Crisis Management
- Other topics available upon request

North Carolina Justice Academy
P.O. Box 99
Salemburg, NC 28385
(910) 525-4151
The NCJA offers basic training for School Resource Officers. Participants receive instruction in juvenile law, counseling skills, the development of a referral network, identification and ways to handle exceptional students, and classroom instruction techniques. In addition, participants are exposed to current education issues or practices and adolescent stress.

North Carolina Outward Bound School
2582 Riceville Road
Asheville, NC 28805
Contact: David Genova, Associate Director of Education and Youth Services
1-800-438-9661 ext. 120
Outward Bound-At School are outdoor experienced-based programs. Courses are built around a series of events constructed to challenge participants physically, mentally and emotionally. The duration, season, location and physical abilities of the participants influence the itinerary. After consultation with an organization, activities are chosen that will provide the most powerful combination of learning experiences. They include backpacking expeditions, canoeing expedition (everglades only), course orienteering, white water canoeing, challenge run, group initiatives, solo, service project and seminars.

North Carolina School Health Training Center
Boone, NC 28608
Contact: North Carolina School Health Training Center, Edwin Duncan Hall, Appalachian State University
(828) 262-2292 - Office
(828) 262-2686 - Fax
The mission of the School Health Training Center is to provide training to enhance the quality of Comprehensive School Health Education in North Carolina schools. The Center will provide training in violence prevention, education for teachers, counselors, and other schools personnel. Violence prevention training will include a review of how violence prevention and conflict resolution are addressed in the North Carolina Standard Course of Study, an overview of violence prevention curricula, and the demonstration of classroom and counseling activities to help students express anger in positive and assertive ways instead of through violence.

Peace Education Foundation, Inc.,
1900 Biscayne Boulevard
Miami, FL 33132-1025
(305) 576-5075 - office
(305) 576-3106 - fax
A training institute for violence prevention, conflict resolution, mediation and peacemaking.
Materials are suitable for Pre K-12.

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Peer Mediator Handbook
Charlotte Mecklenburg Schools by Lynn Whitley and Jacquelyn Helms, 1994.
Grade Level 6-12
The Charlotte-Mecklenburg Schools Peer Mediator Handbook is a packaged training manual which can be productively used in concert with the PEP Peer Mediation Action/Resource Guide. It provides specific training activities for five stages of mediation. Related consultation and training is available through Win/Win Associates.
Charlotte, NC 28203
(704) 333-6071
Published by Alcohol and Drug Defense, North Carolina Department of Public Instruction and Charlotte-Mecklenburg Schools.
Contact: Dr. Thearon T. McKinney,
North Carolina State University
Box 7638
Raleigh, NC 27695-7638
(919) 515-1680

Peers Empowering Peers 1991.
Grades K-12. The Peers Empowering Peers Training Guide for School/Community Helper Teams is designed to provide educators with resources to establish and manage peer-based prevention programs which are productive, renewing and collaborative. The Guide focuses on five management challenges: 1) Forming the team/focusing the program; 2) Marketing and Resource Development; 3) Assessing and choosing curriculum; 4) Involving staff; and 5) Affirming and evaluating success.
Published by Alcohol and Drug Defense and the North Carolina Department of Public Instruction.
Contact: Dr. Thearon T. McKinney,
North Carolina State University
Box 7638
Raleigh, NC 27695-7638
(919) 515-1680

School Mediation Associates
Richard Cohen, Director
134 Standish Road
Watertown, MA 02472
(617) 926-0994
This group provides training and materials in Peer Mediation and materials for teachers and students.

School Safety and Emergency Preparedness: Reducing School Violence
by Connie Cuttino. 1994. The document and training program are intended to provide awareness, information and to serve as resources in the development of a school safety and emergency preparedness plan focused on reducing school violence.
Published by Mississippi Department of Education, Jackson, MS.

Win/Win and Associates
Charlotte, NC
(704) 333-6071
This organization provides training for school staff members in conflict resolution skills and training of students and adults in peer mediation skills.

MEDIATION NETWORK OF NORTH CAROLINA

MEDIATION NETWORK OF NORTH CAROLINA

NETWORK OFFICE
Mediation Network of North Carolina
Scott Bradley, Executive Director
P.O. Box 241
Chapel Hill, NC 27514-0241
(919) 929-6333 Fax: (919) 933-4465
E-mail: mnnc@igc.org
Web: http://www.mediate.com/mnnc

BURLINGTON: Alamance County
Alamance County Dispute Settlement Center
Linda Dunn, Executive Director
114 West Front Street
P.O. Box 2485, Burlington, NC 27216-2485
(336) 227-9808 Fax: (336) 227-3653
(United Way)
E-mail: dcs@newparth.net

CAMDEN: Camden, Chowan, Currituckm Dare, Gates, Pasquotank, and Perquimans counties
Albemarle Dispute Settlement Center
Jean F. Person, Executive Director
100 North Highway 343
P.O. Box 248, Camden, NC 27921-0248
(252) 331-7950 Fax: (252) 338-0108
E-mail: albemarledcs@escu.campus.mci.net

BOONE: Alleghany, Ashe, Avery, Mitchell, Watauga, Wilkes and Yancey counties
Blue Ridge Dispute Settlement Center
Melissa Johnson, Executive Director
208 Howard Street, Boone, NC 28607-4032
(828) 264-3040 Fax: (828) 265-3041
E-mail: brdsc@boone.net

CONCORD: Cabarrus County
Cabarrus County Mediation Center
Janet Retera, Executive Director
151 N Church Street
P.O. Box 1222, Concord, NC 28026-1222
(704) 786-1820 Fax: (704) 721-3311
E-mail: ccmcconresol@ctc.net

PITTSBORO: Chatham and Lee counties
Chatham County Dispute Settlement Center
Paula Browder, Executive Director
P.O. Box 1151, Pittsboro, NC 27312-1151
(919) 542-4075 Fax: (919) 542-2360
E-mail: chathamdscv@mindspring.com

CHARLOTTE: Mecklenburg County
Charlotte-Mecklenburg Community Relations Committee/Dispute Settlement Program
Stephanie Jennings, Program Coordinator
600 East Trade Street, Charlotte, NC 28202
(704) 336-2903 Fax: (704) 336-5176
E-mail: ndsj@mail.charmeck.nc.us

MORGANTON, NEWTON: Catawba, Burke, and Caldwell counties
Conflict Resolution Center of Catawba, Burke and Caldwell Counties
Tammy Willcox, Program Director
Repay, Incorporated
P.O. Box 2423, Morganton, NC 28680
(828) 584-2191 Fax: (828) 437-6225

The Catawba County Justice Center
Repay, Incorporated
P.O. Drawer 969, Newton, NC 28658-0969
(828) 465-8951 Fax: (828) 465-8439
E-mail: conflictresctr.@hci.net

FAYETTEVILLE: Cumberland County
Cumberland County Dispute Resolution Center
Tina Estle, Mediation Coordinator
155 Gillespie Street, Fayetteville, NC 28301
(910) 486-9465 Fax: same (call ahead)
E-mail: bpeaceful@aol.com

WILMINGTON: Brunswick, New Hanover, and Pender counties
Dispute Settlement Center of Cape Fear
Kirsten Atkinson, Executive Director
4607 Franklin Avenue, Suite 110
Wilmington, NC 28403-0603
(910) 350-2900 Fax: (910) 395-5816
E-mail: dsccf@bellsouth.net

DURHAM: Durham County
Dispute Settlement Center of Durham
Milton Lewis, Executive Director
1813 Chapel Hill Road, Durham, NC 27707
(919) 490-6777 Fax: (919) 490-6463
E-mail: dispute1@gte.net

CARTHAGE: Moore County
Dispute Settlement Center of Moore County
Billie Mackey, Executive Director
103 Monroe Street
P.O. Box 128, Carthage, NC 28327-0128
(910) 947-6000

WALLACE: Duplin, Jones, Onslow, and Sampson counties
Duplin County Dispute Settlement Center
Dothula Baron, Executive Director
1246 North Teachey Road
P.O. Box 430, Wallace, NC 28466-0430
(910) 285-8024 Fax: same
E-mail: ddsc@duplinnet.com

RUTHERFORDTON, COLUMBUS: Polk and Rutherford counties
Foothills Mediation Center
Wanda Miles, Executive Director
111 W Second Street, Suite 203
P.O. Box 1487, Rutherfordton, NC 28139-1487
(828) 286-0660
Columbus, NC
(828) 894-7077
http://www.teleplex.net/polkCounty/dispute/dispute.html
E-mail: foothills@blueridge.net

HENDERSONVILLE: Henderson County
Henderson County Dispute Settlement Center
Cynthia Edge-Allen, Executive Director
101 South Grove Street
Hendersonville, NC 28792-5050
(828) 697-7055 / (828) 693-4381
Fax: (828) 697-8528
E-mail: hcdsc@henderson.lib.nc.us

ASHEVILLE: Buncombe County
The Mediation Center
Barry Master, Executive Director
189 College Street, Asheville, NC 28801-3030
(828) 251-6089 (main number)
(828) 251-6401 (extension number needed)
Fax: (828) 232-5140
E-mail: tmc@buncombe.main.nc.us
Web: http://www/main.nc.us/tmc

GREENVILLE, ROCKY MOUNT, NEW BERN, WILSON: Carteret, Craven, Edgecombe, Nash, Pitt, and Wilson counties
Mediation Center of Eastern Carolina
Blythe Tennent, Executive Director
400 West 5th Street
P.O. Box 4428, Greenville, NC 27836-4428
(252) 758-0268 Fax: (252) 758-8810
E-mail: mces@coastalnet.com
Web: www.geocities.com/Athens/Forum/6104/

215 Lexington Street
P.O. Box 9053, Rocky Mount, NC 27804-9053
(252) 985-3792 Fax: (252) 985-7389

327 Pollock Street
P.O. Box 1184, New Bern, NC 28563-1184
(252) 633-2538 Fax: (252) 633-6412

Wilson, NC
(252) 237-7061

GASTONIA, LINCOLNTON, SHELBY: Gaston, Lincoln, and Cleveland counties
Mediation Center of the Southern Piedmont
Jan Mahannah, Director
401 North Highland Street, Gastonia, NC 28052
(704) 868-9576 Fax: (704) 865-6436
E-mail: med_so_pied@hotmail.com

125 East Sycamore Street
Lincolnton, NC 28092-2726
(704) 736-8474

201 West Marion Street
Shelby, NC 28150-5361
(704) 482-1813

WINSTON-SALEM: Forsyth County
Mediation Services of Forsyth County
Emery Rann III, Executive Director
310 East Third Street, Suite 75
P.O. Box 436, Winston-Salem, NC 27101-0436
(336) 724-2870 Fax: (336) 724-9883
E-mail: FCMediator@aol.com

GREENSBORO, HIGH POINT:
Guilford County
Mediation Services of Guilford County
Bruce Pugh, Program Director
621 Eugene Court, Suite 101
Greensboro, NC 27401-2711
(336) 273-5667 Fax: (336) 378-0959

1222 Montieu Avenue, High Point, NC 27260
(336) 882-1810

REIDSVILLE: Rockingham County
Mediation Services of Rockingham County
c/o ReDirections
1311 Freeway Drive, Reidsville, NC 27320
(336) 342-5238 Fax: (336) 342-3111
E-mail: redirect@vnet.net

RALEIGH: Wake County
Mediation Services of Wake
Diann Seigle, Executive Director
Garland Jones Building
300 South Salisbury Street
P.O. Box 1462, Raleigh, NC 27602-1462
(919) 508-0700 Fax: (919) 508-0752
E-mail: msw@ipass.net
Web: http://www.wakemediation.org

BRYSON CITY, WAYNESVILLE, SYLVA:
Cherokee, Clay, Graham, Haywood, Jackson, Macon, and Swain counties
Mountain Dispute Settlement Center
Suzanne Vincent, Executive Director
12 Everett Street
P.O. Box 1627, Bryson City, NC 28713-1627
(828) 488-8812 Fax: (828) 488-8812
E-mail: mtndsc@dnet.net

Haywood County Courthouse, Room 303
P.O. Box 651, Waynesville, NC 28786-0651
(828) 452-0240 or (800) 789-4675
Fax: (828) 452-0585

P.O. Box 1842
474 W Main Street, Suite 1, Sylva, NC 28779
(828) 586-4398

Qualla Bounday Office
Room 108
Bureau of Indian Affairs
Cherokee Agency
P.O. Box 66, Cherokee, NC 28719-0066
(828) 497-3933 Fax: (828) 497-6715

CARRBORO: Orange County
Orange County Dispute Settlement Center
Frances Henderson, Executive Director
302 Weaver Street, Carrboro, NC 27510-2022
(919) 929-8800 Fax: (919) 942-6931
E-mail: ocdsc@aol.com

STATESVILLE: Alexander, Davidson, Davie, and Iredell counties
Piedmont Mediation Center
Terri C. Masiello, Executive Director
1835 Davie Avenue, Suite 401
P.O. Box 604, Statesville, NC 28687-0604
(704) 873-7624 Fax: (704) 871-9794
E-mail: pmci@statesville.net

LAURINBURG, RAEFORD: Hoke and Scotland counties
Sandhills Mediation Center
Gail McRae, Director
524 Atkinson Street, Laurinburg, NC 28352
(910) 277-2889 Fax: same
E-mail: smc@carolina.net

109 West Elwood Avenue
Raeford, NC 28376-2801
(910) 904-5767

BREVARD: Transylvania County
Transylvania Dispute Settlement Center
John Fenner, Executive Director
30½ Oakdale Street
P.O. Box 1205, Brevard, NC 28712-1205
(828) 877-3815 Fax: (828) 877-5060
E-mail: tdsc@citcome.net

RESOURCES

BOOKS/ARTICLES/PAPERS
ANNOTATED

Anderson, P. L. (1993). Sexual harassment identification and prevention. ***School Business Affairs,*** 59(6), 14-15. School administrators should develop a clear policy statement prohibiting sexual harassment; create guidelines to implement the policy; and designate a key administrator to oversee and ensure compliance with laws related to sexual harassment. Lists steps for dealing with a claim, what teachers can do to protect themselves from claims, and what a victim of sexual harassment should do.

Auxiliary Services. (1990). ***Vandalism prevention and school security***. *Raleigh,* NC: North Carolina Department of Public Instruction. This publication is designed to provide local education agencies with ideas and suggestions for developing and improving existing school security programs.

Barron, E. (1992). ***Discipline strategies for teachers (Fastback #344)***. Bloomington, IN: Phi Delta Kappa Educational Foundation. Intended for student teachers and beginning teachers, this document provides practical strategies for both classroom management and discipline. Theory is illustrated in scenarios using positive and negative examples.

North Carolina Department of Public Instruction. (1991). ***PEP resource guide***. Raleigh. NC: Alcohol and Drug Defense Program, North Carolina Department of Public Instruction. Harold Berdiansky, eds. The Peers Empowering Peers Resource Guide for School/Community Helper Teams is designed in support of the BEP Training Guide and focuses on grant writing, resource development, program assessment and evaluation, supportive research, and county-specific census data on basic risk factors. Contact Dr. Thearon T. McKinney, North Carolina State University, Box 7638, Raleigh, NC 27695-7638. (919) 515-6387

North Carolina Department of Public Instruction. (1991). ***PEP/PEER***. Raleigh, NC. The PEP/PEER contains the information in Peers Empowering Peers Resource Guide for School/Community Helper Teams including grant/funding guidelines, basic research, evaluation processes/tools, and county specific risk factor data. Contact Dr. Thearon T. McKinney, North Carolina State University, Box 7638, Raleigh, NC 27695-7638.
(919) 515-6387

North Carolina Department of Public Instruction. (1993). ***PEP-Mediate***. Raleigh, NC. The Peers Empowering Peers-Mediate contains a Resource Section, plus needed assessment statistics, a recent/classic bibliography, evaluation instruments, funding sources, and Conflict Resolution Centers of North Carolina. Contact: Dr. Thearon T. McKinney, North Carolina State University, Box 7638, Raleigh, NC 27695-7638. (919) 515-6387.

Bodinger-DeUriarte, C. and Sancho, A., R. (1992). ***Hate crime: Source book for schools***. Philadelphia, PA: Research for Better Schools. A comprehensive examination of the problem of hate crimes in America, this publication details the roots, nature and scope of the problem and offers practical suggestions for reducing hate crimes.

Boyd, W. L. (1991). What makes ghetto schools succeed or fail? ***Teachers College Board***, 92(3), 331-362. Examines three categories on educating disadvantaged students in ghetto schools: institutional deficiency, developmental deficiency, and cultural deficiency. The discussion focuses on problems and solutions within schools and society. It stresses the need for community commitment, social change, and strong leadership to help at-risk students.

Castaneda, L. V. (1992). ***Improving programs of schools serving culturally and linguistically diverse student populations***. Los Alamitos, CA: Southwest Regional Laboratory for Educational Research and Development. This report presents a cross sites analysis of critical program elements at eight sites (six in California, one in Massachusetts, and one in Arizona) to demonstrate effective ways of helping students develop English proficiency, including instructional practices, curriculum development, and program implementation. The sites studied were chosen because their documentation and support data allowed analysis of critical elements. Across the sites, teachers shared a positive vision of children and believed that all children can learn. In the area of language acquisition, teachers emphasized prerequisite natural language learning. A general theoretical orientation indicated that children learn best by doing, experiencing, and practicing. Across the sites, holistic rather than discrete skills instruction was practiced. An in-depth analysis of a staff development program at one of the sites is included as an example of the pedagogy, practices, and theories present across the sites.

Center for Environmental Health and Injury Control. (1992). ***The prevention of youth violence: A framework for community action***. Atlanta, GA: Center for Environmental Health and Injury Control, Division of Injury Control, Centers for Disease Control. This manual is designed to help reduce violence and prevent injuries and deaths from violence among youths in their community. It is based on principles of effective, community-based health promotion programs that address a variety of chronic diseases as well as problems of youth such as sexually transmitted diseases and teenage pregnancy.

Center for Music Research, Florida State University. (1990). ***The role of the fine and performing arts in high school dropout prevention***. Tallahassee, FL: State Department of Florida. This project was undertaken by the Center for Music Research at Florida State University as a Curriculum Development Grant for the Florida Department of Education during the 1989-90 school year. Studies relating directly to arts and dropout prevention were not found. There are, however, many studies that seem to suggest the importance of arts participation to programs designed to keep the at-risk student in school. These studies indicate that the arts are not "frills," but are essential for fulfilling the at-risk student's needs for expression and intellectual development.

Cheatham, A. (1988). Teaching and practicing mediation: Finding the congruence. The ***Fourth*** *R*., vol. 14. Four principles of mediation and how they can be used in training sessions.

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Cohen, H. (1980). ***You can negotiate anything.*** New York: Ballantine Books. Specific and practical approaches to the art of negotiation.

Cohen, Richard, The *Fourth R.*, vol. 14, (1988). ***Training*** **teachers** ***and students together.*** Glenview, IL: Scott Foresman. A rationale for training students and teachers in peer mediation, plus four important steps for ensuring the program's success.

Cultural and linguistic diversity in education. (1993). Lexington, KY: Federal Resource Center for Special Education. This document examines how to meet the educational needs of children and youth from diverse cultures. Selected data and vignettes are used to provide a context for the lives of children in America. Values that currently drive the educational enterprise are listed, accompanied by a list of reformed values that address the needs of students from diverse cultural and linguistic backgrounds. A vision of society, community, and education is then presented, calling for: a society free of prejudice and bias that embraces diversity and in which each individual has intrinsic worth that is acknowledged and respected; a community that strives to achieve basic goals of equity, representation, and opportunity, where there is caring and acceptance of all individuals; and an educational system that takes a holistic approach to nurturing all students and embraces individual and cultural differences. Strategies for achieving the three visions are presented for federal, state, and local levels, in seven areas: (1) administration and policy, (2) assessment, (3) curriculum and instruction, (4) funding, (5) parents and families, (6) society and community, and (7) training and personnel. Measures of progress in each area are also identified. A bibliography lists eight references. Appendices provide over 40 human resources and a list of six suggested readings.

Curio, J. L. and First, P. F. (1993). *Violence in the* schools: *How to proactively prevent and defuse it. Roadmaps to success: The practicing administrator's leadership series.* Newbury Park, CA: Corwin Press, Incorporated. This book explores a wide range of areas of violence in schools. The major causes of violence in the school community--both in and out of schools -- are identified, and suggestions are offered for dealing with them. Practical strategies are presented to deal with several kinds of violence. Chapter topics include: the present state of violence in schools, student-to-student violence, student-to-teacher violence, teacher-to-student violence, strategies for violence prevention, dealing with a crisis, and advice for school administrators. A list of suggested readings and resources is included.

Curriculum guidelines for multicultural education. (1992). ***Social Education***, 56(5), 274-294. Presents a three-part set of guidelines for multicultural education. Describes characteristics of ethnic and cultural groups. States principles of ethnic and cultural diversity. Discusses the role of the school, learning differences among ethnic groups, and goals for reform. Includes 23 individual guidelines and a program evaluation checklist.

Dobson, T. and Shepard-Chow, J. (1981). ***Safe and alive.*** Los Angeles, CA: Jeremy P. Tarcher. This guide to protecting self and property contains a very clear and practical discussion of fight, flight, and other options.

Drake, D. D. (1993). Student diversity: Implications for classroom teachers. ***Clearinghouse***, 66(5), 264-266. Argues that an awareness of the vast cultural differences among students in the nation's classrooms is a primary factor in today's educational climate. Provides suggestions for practical methods and techniques that reflect this concern.

Drew, N. (1987). ***Learning the skills of peacemaking***. Spring Valley, CA: Inner-Choice Publishing. An activity guide for elementary age children for communicating, cooperating, and resolving conflict.

Duttera, M. J. Sr. (1991). ***Permanent revolution: These self-evident truths***. West Point, GA: Foundation for Education for Responsible Citizenship. This book was written and designed to complement the social studies curriculum. Through selected topics and events it attempts to instill a clear understanding of the roles of citizens in a democracy.

Einstein, V. (1985). ***Conflict resolution.*** St. Paul, MN: West Publishing Company. A school mediation pioneer outlines methods for negotiation, mediation, and arbitration.

Florida Department of Education. (1991). ***Alternatives to suspension***. Tallahassee, FL: Center for Prevention and Student Assistance, Florida Department of Education. This publication offers many alternatives to out-of-school suspension and expulsion and examines how schools can take steps to reduce overall school violence.

Frisby, D. and Beckham, J. (1993). Dealing with violence and threats of violence in the school. ***NASSP Bulletin,*** *77(552),* 10-15. Competent school resource officers are knowledgeable about appropriate responses for dealing with resistance and violence confrontation. Application of locally acceptable response options to a given set of circumstances reduces the risk of liability for using force to control students and increases the likelihood of managing a potentially explosive situation. Continuum of force guidelines are outlined.

Gaustad, J. (1991). ***Schools attack the roots of violence.*** Eugene, OR: ERIC Clearinghouse on Educational Management, University of Oregon. Reasons for the increase of violence and for most schools' reluctance to address the problem are discussed, as well as methods for teaching school nonviolence through prevention programs and early intervention strategies employed by several schools.

Greenbaun, S., Turner, B. and Stephens, R. D. (1989). ***Set straight on bullies.*** Malibu, CA: National School Safety Center. This resource contains valuable information about what causes children to become bullies, the harm they can cause to other children, and ways to reduce this damaging phenomenon.

Gudinas, R. (1987). Human relations education: Teaching non-violent solutions to human problems. ***Forum***. Gudinas discusses how educators can teach human conflicts and how the process should expand as children become young adults. She also includes information on how to help children learn about alternatives that they can use to resolve conflict peacefully.

Guetzloe, E. (1992). Violent, aggressive, and antisocial students: What are we going to do with them? ***Preventing School Failure***, 36(3), 4-9. A public health model of prevention and intervention is applied to violent, aggressive, and antisocial student behaviors. Secondary prevention is stressed through school intervention by such means as comprehensive school

planning, behavioral management strategies, student supervision, and providing for pro-social activity. Primary and tertiary (e.g., rehabilitation) prevention efforts are also suggested.

Guidelines for policies addressing sexual misconduct toward students in public schools. (1992). Tallahassee, FL: Florida Department of Education. This publication offers clear and direct guidelines for procedures to be adopted to address the concerns surrounding sexual harassment in schools. Overviews of major court cases in the area of sexual harassment in schools are also included as well as a number of newspaper articles on the subject.

Harden, G. D. (1991). Taking advantage of murder and mayhem for social studies. ***Social Studies,*** 82(4), 139-142. Suggests the use of key historical antisocial acts to teach social studies concepts as a means of arousing the interest of adolescents. Recommends overcoming initial sensationalism by shifting emphasis to more appropriate interests. Includes discussion of the Abraham Lincoln and John F. Kennedy assassinations and the Rosenberg spy case.

Harrington-Lueker, D. (1992). Metal detectors. ***American School Board Journal,*** 179(5), 26-27. Recommendations include investing in personnel rather than hardware, cultivating the confidence of law-abiding students, and enforcing discipline.

Harrington-Lueker, D. (1993). Teaching tolerance. ***Executive Educator,*** *15(5),* 1419. Recent statistics underscore the fact that bigotry, bias, and racism are problems schools should not ignore. Racial conflict is becoming a problem in suburban and rural secondary schools. Young people are the most likely perpetrators of hate crimes. The first step toward changing trends is no-nonsense school policy backed up by student training in recognizing and handling prejudice. Guidelines and resources are suggested.

Hollins, E. R. (1993). Assessing teacher competence for diverse populations. ***Theory into Practice,*** 32 (2), 93-99. Discusses studies that form the knowledge base for teaching culturally diverse students, offering insights into competencies teachers must acquire to be effective in multicultural settings (communicating with diverse learners, knowing subjects and students, teaching reflectively, identifying resources, creating a supportive context, developing interpersonal relationships, and promoting learning performance).

Hranitz, J. R. and Eddowes, E. A. (1990). Violence: A crisis in homes and schools. ***Childhood Education,*** 67(l), 4-7. Discusses major causes of home and school violence, and ways federal and state legislation, communities, and schools can work to reduce such violence.

Johnson, D. W., and Johnson, R. T. (1987). ***Creative conflict.*** Edina, MN: Interaction Book Company. Practical strategies for teaching conflict resolution procedures and skills.

Joyce, R. P. (Ed.). (1992). Clearinghouse. ***School Law Bulletin.***, 23(2), 22-30. Summarizes court cases and opinions affecting North Carolina schools. Cases involve supervision of desegregating districts; sexual harassment charges; employee dismissal; constitutionality of a African-American only scholarship program; contract renewals for community college employees; equal pay, sex, and racial discrimination lawsuits; air pollution penalties; sport eligibility requirements; and university responsibility for fraternity hazing.

Judson, Stephanie (Ed). 1984. A ***manual on non-violence and children.*** Philadelphia: New Society Publishers. How to establish an emotional climate in which problems and conflict can be resolved nonviolently.

Kaael, S. (1992). ***Interagency collaboration improving the delivery of services to children and families.*** Tallahassee, FL: SERVE. This publication, from the SERVE *Hot Topics: Usable Research* series, is a practical guidebook for establishing or expanding collaborative efforts to provide services to children and families at a single, easily accessible site such as a school. Many examples are offered of communities and schools that have had success in this effort, and resources and contacts are provided for additional information.

Kadel, S. and Follman, J. (1993). ***Reducing school violence.*** Greensboro, NC: Southeastern Regional Vision for Education. This publication offers information on how to handle violent school crisis and how to implement long-term strategies to prevent school violence. Southeastern Regional Vision for Education, School of Education, UNC-Greensboro, P. 0. Box 5367, Greensboro, North Carolina 27435, (800) 755-3277 or (910) 334-321 1.

Kohn, A. (1986). ***No contest: The case against competition.*** Boston, MA: Houghton Mifflin Company. Closely reasoned argument against competition and its destructiveness.

Kongshem, L. (1992). Securing your schools. ***Executive Educator***, 14 (6), 30-3 1. The National School Safety Center pegs the number of gun-toting U. S. students at 100,000. Unless metal detectors are employed as part of a carefully thought-out school safety plan, their use is likely to be ineffective, controversial, and a legal minefield. Random student searches are becoming common. A sidebar describes a Washington, D. C., junior high school's weapons check system.

Lam, J. A., Ph.D. (1989). ***School mediation program evaluation kit***. Amherst, MA: National Association for Mediation in Education. Includes useful forms and questionnaires.

Loeb, G. D. (1992). Why did you kill our hero? ***Teaching Tolerance***, 1(l), 14-17. Describes the reactions of a fourth grade class in Oklahoma City (Oklahoma) to the death through racial violence of their hero, a sailor with whom they had corresponded during the Persian Gulf War. The intended lesson in patriotism became a lesson in racism and violence.

Lumsden, L. S. (1992). ***Getting serious about sexual harassment.*** Eugene, OR: ERIC Clearinghouse on Educational Management. Strategies for dealing effectively with sexual harassment in the educational organization are presented in this document.

Madow, L. M. D. (1983). ***Anger. How to recognize and cope with it.*** New York: Scribner's. How to deal effectively with anger.

McMahon, E. T. et al. (1992). ***Teens, crime and the community***. St. Paul, MN: West Publishing Company. This is a textbook that may be used to teach middle and high school students how to avoid crime and violence.

Murdick, N. L. and Gartin, B. C. (1993). How to handle students exhibiting violent behaviors. ***Clearinghouse***, 66(5), 278-80. Discusses the possible causes of violence by students in the secondary classroom. Outlines steps that teachers and administrators should take to prevent or reduce the impact of students who do exhibit violent behaviors.

Murdock, K. and Kysilko, D. (1993). *Sexual harassment in schools.* Alexandria, VA: National Association of State Boards of Education. A policy guide for the development and implementation of sexual harassment policy in the school. Copies of the publication can be obtained from the NASBE for $7.50 per copy.

Murr, D. (n.d.). ***Wake county school crisis team handbook***. Raleigh, NC: Wake County Schools. This handbook for School Crisis Team (SCT) members contains procedural recommendations, specific guidelines, and suggested formats for intervening in school crisis situations.

North Carolina Department of Public Instruction. ***Guidelines for handling crisis situations in the schools***. Raleigh, NC: North Carolina Department of Public Instruction. This manual was developed to provide school systems with information to identify and respond to crises in their schools and communities. It provides a framework for school systems to establish procedures and guidelines to react appropriately to crisis situations that have the potential for major impact on a school or the school system.

North Carolina General Assembly. (1993). ***Safe Schools Legislation***. Raleigh, NC: Office of Legislative Services, North Carolina General Assembly. A compilation of the laws passed by the 1993 Session of the General Assembly to address the issues of school violence.

North Carolina Governor's Office. (1993). ***Task force on school violence***. Raleigh, NC: North Carolina Governor's Office. Findings of a study conducted by the North Carolina Governor's Task Force on School Violence is presented in this report. A survey of 129 school systems yielded a 100 percent response rate. The data collected indicate that levels of violence increased in 59% of the state's public schools over the past 5 years. A total of 14 Task Force recommendations are made under the following categories: toughen weapon laws; deal with violent students; focus resources on schools; and strengthen the system. Also included are comments and recommendations from public hearings, written recommendations from educators/ administrators and community/citizens' groups, and a description of North Carolina programs that address juvenile violence and disciplinary problems.

Ogbu, J. U. (1992). Understanding cultural diversity and learning. ***Educational Research***, 21(8), 5-14, 24. Argues that neither the core curriculum nor the multicultural education approach to school reform adequately addresses the problems of minority groups who traditionally have not done well in school. The crucial issue in cultural diversity and learning is the relationship between minority cultures and the U. S. mainstream.

Ordovensky, P. (1993). Facing up to violence. ***Executive Educator***, *15(l)*, 22-24. Recent U. S. Education Department surveys find a crime perception gap between administrators and teachers. More teachers than principals say they have problems with student violence, weapons, robberies, verbal and physical abuse, vandalism, and racial tension. National Crime Survey statistics report 16,000 daily thefts and violent crimes on school property. Remedies for confronting gang infiltration are offered.

Page, R. M. et al. (1992). Interpersonal violence: A priority issue for health education. ***Journal of Health Education***, 23(5), 286-292. Discusses the need for many interdisciplinary approaches and interventions, including societal and economic reforms, in preventing interpersonal violence. After examining factors related to violent behavior, violence prevention in health promotion, and the health educator's role, the article presents examples of violence prevention efforts.

Ploumis-Devick, E. (1992). ***Appreciating differences: Teaching and learning in a cultural diverse classroom***. Tallahassee, FL: SERVE. This publication, from the Southeastern Regional Vision for Education *Hot Topics: Usable Research* series, is a practical guidebook for helping teachers use their curricula with a multicultural perspective. In addition to descriptions of many exemplary school programs and lists of resources and contacts, the publication offers several dozen multicultural activities, lessons, games, and projects that can be used with students of various ages.

Popkin, M. (1987). ***Active parenting: Teaching cooperation, courage, and responsibility***. San Francisco, CA: Harper and Row. Presents theory and methods for "democratic parenting"; helps parents examine their parenting styles and practices.

Rationale for starting a program: General packet. Amherst, MA: National Association for Mediation in Education. A collection of articles from magazines and journals that deal with mediation.

Reissman, R. (1991). Crimebusters or "rightbusters"? ***Update on Law-Related Education***, 15(2), 18-19. Discusses fictional media portrayals of crime fighting such as Superman and Dick Tracy programs, that often constitute civil rights violations. Describes a learning activity that calls upon students to observe and log such portrayals and evaluate them critically. Suggests sources of program materials and lists other activities on the topic.

Rich, J. M. (1992). Predicting and controlling school violence. ***Contemporary Education***, 64(1), 35-39. Discusses the extent to which violence can be accurately predicted, suggesting interventions, control, and remediation. The educator's role in reducing violence includes dealing with the school, parents, media, and community. Educators need conflict resolution skills for defusing aggression and establishing better relations.

Roberts, D. F. (1993). Adolescents and the mass media: From "Leave it to Beaver" to "Beverly Hills 90210." ***Teachers College Record,*** 94(3), 629-644. Discusses the effect of the mass media, particularly the influence of violence and sex, on adolescents, noting the paucity of research on the subject. The article recommends a compromise between censorship and free expression. It examines how teachers and parents can help by discussing media messages with students.

Rosen, L. (1992). ***School discipline practices: A manual for school administrators***. Perrysburg, Ohio: School Justice Institute, Incorporated. This manual provides a series of suggestions on ways that successful schools and administrators deal with discipline problems. Models and examples included are intended to stimulate and assist practicing administrators when they attempt to review discipline procedures and practices in their schools. The manual is organized into seven chapters on the following topics: (1) the need for school rules; (2) the need for consequences for misbehavior; (3) the need for conflict management; (4) the need for procedural justice; (5) the need for equal opportunity; (6) the need for violence-free campuses; and (7) the need for drug-free schools. Numerous sample forms such as "Daily Assignment Log," "Weekly Behavior Contract," and "Twelve Ways to Settle Disputes," are dispersed throughout the manual.

Safe schools: A planning guide for action. (n.d.). Sacramento, CA: School Climate and Student Support, State Department of Education. This document is a guide to assist schools in the planning process to make them safer and more effective. It includes a model for a safe school, a step-by-step guide for establishing safe schools, and specific examples of actions and strategies.

School safety journal and national school safety center report. *(n.d.).* Westlake Village, CA: National School Safety Center. This periodical offers timely information on school violence prevention efforts around the nation.

Shelton, M. M. (1990). Don't let sexual harassment be your school's dirty secret. ***Executive Educator***, 12(6), 26-27. Defines sexual harassment, cites relevant laws and regulations, and outlines schools administrators' responsibility to have a written policy prohibiting sexual harassment and an established procedure to follow in the event of harassment. Provides a sample employee complaint procedure.

Simpson, R. L. et al. (1991). ***Programming for aggressive and violent students***. Reston, VA: Council for Exceptional Children. This booklet provides a synthesis of the literature and practical suggestions on dealing with violence and aggression in the schools. It is designed to help educators develop the skills to become more competent in preventing and responding to aggressive and violent acts. Particular attention is given to application of a transdisciplinary model. The first two sections provide an introduction and synthesis of relevant practitioner oriented research, including background information on aggression and violence as well as programs and procedures for responding to these problems. The third section focuses on implications for program development and program administration, specifically program ownership, transdisciplinary team member roles, flexible departmentalization, and supportive attitudes. The fourth section provides recommendations for teachers and administrators who work with students who are aggressive and violent, such as facilitating parent involvement, using the case manager system, and establishing a student advocacy program. The final section lists professional literature, advocacy organizations, professional organizations, and programs to help professionals.

Special focus. Preventing violence: Program ideas and examples. (1992). Washington, DC: National Crime Prevention Council. This booklet presents a cross-section of anti-violence programs representing a broad spectrum of partners, audiences, and long- and short- term efforts to address violence concerns in communities.

Suarez, T. M. (1992). ***Creating safe environments for learning in North Carolina***. Chapel Hill, NC: N. C. Educational Policy Research Center, UNC-Chapel Hill School of Education. The author presents an overview of the policies and strategies in place in North Carolina schools as of 1992 to intervene in and prevent school violence. Based on this overview recommendations are presented and discussed for making North Carolina's schools safer.

Tannen, D. (1990). ***You just don't understand.*** New York: Ballantine Books. The importance of listening more carefully to what others are saying and being more sensitive to what others are hearing.

Time for action: Violence in North Carolina public schools. (1993). Raleigh, NC: North Carolina Education and Law Project. Thirteen recommendations are presented for making public schools in North Carolina safer.

Toby, J. (1983). ***Violence in schools.*** Washington, DC: National Institute of Justice, Department of Justice. This brief summarizes what is presently known about violence in schools and provides recommendations for preventing the violence. The following findings are presented concerning the prevalence of school violence: (1) both teachers and students are in greater danger of losing their property through theft than of being assaulted or robbed; (2) both teacher and students tend to be victimized more violently in larger cities; (3) rates of assaults on and robberies of students were twice as great in junior high schools as in high schools; and (4) there is no difference in the robbery rate of teachers in junior and senior high school except in the largest cities. The following survey findings are presented concerning reactions to school violence: (1) four percent of all secondary school students said that they stayed home from school out of fear at least once in the past month, and (2) 12 percent of secondary school teachers said that they had hesitated to confront misbehaving students in the past month. The following findings are presented concerning perpetrators of school violence: (1) nationwide, students are the main perpetrators and (2) in large cities, the majority of perpetrators are strangers to the victims. Recommendations are made to lower the compulsory attendance age to 15 or lower in order to eliminate those students who view school as a prison or as a compulsory recreation center, and thus provide a safe environment for those who want to attend. Six tables and seven references are included.

Violence in the schools: A national, state and local crisis. (1994). Albany, NY: State Education Department. This background paper on school violence explores the problem. It identifies the causes and factors associated with violence and discusses strategies to reduce violence in the schools. Federal, New York State, and other state initiatives are presented focusing on reducing violence in the schools.

Wallach, L. B. (1991). **Helping children cope with the consequences of violence.** Paper presented at the Annual Meeting of the National Association for the Education of Young Children. The first part of this paper on the developmental consequences of children's exposure to chronic violence provides background information on the problem of violence. Developmental consequences of exposure to domestic and community violence for children at various developmental levels are briefly outlined. Consequences for children include: (1) mis-socialization into the use of violence; (2) impaired learning ability; (3) feelings of guilt and worthlessness; (4) inability to see a hopeful future; (5) helplessness; and (6) regression to earlier developmental stages. Factors that might protect children from the consequences of violence include the child's temperament; supportive adults; and alternative experiences provided by schools, day care facilities, and after-school programs. The second part of the paper discusses ways to offset the negative effects of violence on children.

Youngs, B. B. (1986). ***Helping your teenager deal with stress***. Los Angeles, CA: Jeremy P. Tarcher. Helps parents recognize children's problems and work toward solutions.

Zeichner, K. M. (1993). ***Educating teachers for cultural diversity***. East Lansing, MI: National Center for Research on Teacher Learning. This report addresses various dimensions of a major policy issue in teacher education--the need to help all teachers acquire the attitudes, knowledge, skills, and dispositions necessary to work effectively with a diverse student population. The differences are related to social class, ethnicity, culture, and language. The problem of educating teachers for diversity is one of educating white, monolingual, and mostly female teacher education students during pre-service teacher education. Several aspects of the problem are outlined under the headings: ideas about what teachers need to be like, know, and be able to do to teach ethnic and language minority students successfully; alternative approaches to the education of prospective teachers to teach ethnic and language students; and different views of teacher learning. Two tables: "Key Elements in Effective Teaching for Ethnic and Language Minority Students" and "Key Elements of Effective Teacher Education for Diversity" are included.

BOOKS/ARTICLES/PAPERS
NOT ANNOTATED

Arnette, June and Marjorie C. Walsleben. ***Combating Fear and Restoring Safety in Schools***. Washington, DC: Office of juvenile justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. April 1998. (NCJ 167888).

Crawford, Donna and Richard Bodine. ***Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings***. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, U. S. Department of Justice and Office of Safe and Drug-Free Schools, U.S. Department of Education. 1996. (NCJ 160935).

Donohue, Elizabeth, Vincent Schiraldi, and Jason Ziedenberg. ***School House Hype: School Shootings and the Real Risk Kids Face in America***. Washington, DC: Justice Policy Institute, Center on Juvenile and Criminal Justice. 1998.

Drug Strategies, Inc. ***Safe Schools, Safe Students: A Guide to Violence Prevention Strategies.*** Washington, DC: Drug Strategies, Inc. 1998.

Elliott, Dr. Delbert. ***Violence in American Schools: A New Perspective***. New York, NY: Cambridge University Press. 1998.

Heaviside, Sheila, Cassandra Rowand, Catrina Williams, and Elizabeth Farris. ***Violence and Discipline Problems in U.S. Public Schools: 1996-1997.*** Washington, DC: National Center for Education Statistics, U.S. Department of Education. March 1998. (NCES 98-030).

International Association of Chiefs of Police. ***Reducing Gun and Other Violence in Schools.*** Alexandria, VA: International Association of Chiefs of Police. 1995.

Summit on Youth Violence. Alexandria, VA: International Association of Chiefs of Police. 1996.

Kenney, Dennis J. and T. Steuart Watson. **Crime in the** ***Schools. Reducing Fear and Disorder with Student Problem Solving***. Washington, DC: Police Executive Research Forum. 1998.

Lockwood, Daniel. ***Violence Among Middle School and High School Students: Analysis and Implications for Prevention.*** Washington, DC. National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. 1997. (NCJ 166363).

National Crime Prevention Council. ***Helping Kids Handle Conflict: A Guide for Those Teaching Children.*** Washington, DC: National Crime Prevention Council. 1995.

Keeping Kids Safe: A Kit for Caring Communities. Washington, DC: National Crime Prevention Council. 1997.

Talking With Youth About Prevention: A Teaching Guide for Law Enforcement and Others. Washington, DC: National Crime Prevention Council. Updated 1997.

Peterson, Suni and Ronald L. Straub. ***School Crisis Survival Guide.*** West Nyack, NY: Center for Applied Research in Education. 1992.

Stephens, Ronald D. ***Safe Schools: A Handbook for Violence Prevention.*** National Education Service. 1995.

U.S. Department of Education and U.S. Department of Justice. ***Creating Safe and Drug-Free Schools: An Action Guide.*** Washington, DC. 1996. Electronically available through http://www.ed.gov or http://wwwncjrs.org/ojjhome.htm, or by calling 800-624-0100.

Wheeler, Eugene D. and S. Anthony Baron. **Violence in Our Schools, Hospitals, and Public Places: A Prevention and Management Guide.** Ventura, CA: Pathfinder Publishers. 1993

Zimmer, Judy, Terrence W. Modglin, and Jean F. O'Neil. ***Teens, Crime, and the Community: Education and Action for Safer Schools and Communities, Third Edition.*** Cincinnati, OH: West Educational Publishing (a Thomson International Company). 1998.

RESOURCES

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
703-528-0700
703-841-1543 (fax)
Website: aasa.org

Big Brothers Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
215-567-7000
215-567-0394 (fax)
Website: bbbsa.org

Boys & Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
404-815-5700
404-815-5789 (fax)
Website: bgca.org

Bureau of justice Assistance Clearinghouse
PO Box 6000
Rockville, NM 20849-6000
800-688-4252
Website: n@rs.org

Center for the Study and Prevention of Violence
Institute of Behavioral Science,
University of Colorado
Campus Box 442, Building #10
Boulder, CO 80309-0442
303-492-8465
303-443-3297 (fax)
Website: colorado.edu/CSPV

Community Policing Consortium
1726 M Street, NW, #801
Washington, DC 20036
202-833-3305
202-833-9295 **(fax)**
Website: conimunitypolicing.org

Educational Resources Information Clearinghouse
National Library of Education
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-0498
800-LET ERIC
Website: aspensys.com/eric

Juvenile Justice Clearinghouse
PO Box 6000
Rockville, MD 20849-6000
800-638-8736
Website: ncjrs.org

International Association of Chiefs of Police
515 North Washington Street, Suite 400
Alexandria, VA 22314-2357
703-836-6767
703-836-4543 (fax)
Website: theiacp.org

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
703-684-3345
703-548-6021 (fax)
Website: naesp.org

National Association of School Resource Officers
2714 SW 5th Street
Boynton Beach, FL 33435
516-243-1506

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 20191
703-860-0200
703-476-5432 (fax)
Website: nassp.org

National Association of Police Athletic Leagues
618 North US Highway 1, Suite 201
North Palm Beach, FL 33408
561-844-1823
561-863-6120 (fax)

National Center for Conflict Resolution Education
Illinois Institute for Dispute Resolution
110 West Main Street
Urbana, IL 61801
217-384-4118
217-384-8280 (fax)

National Clearinghouse on Alcohol and Drug Information
PO Box 2345
Rockville, MD 20852
301-468-2600
Website: health.org

National Clearinghouse on Families and Youth
PO Box 13505
Silver Spring, MD 20911-3505
301-608-8098
301-608-8721 (fax)
Website:
acydhhs.gov/programs/fysb/programs/ncfyhtm

National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
202-466-6272
202-296-1356 (fax)
Website: ncpc.org

National Injury Control and Prevention Center
Centers for Disease Control and
Prevention
1600 Clifton Road, NE
Atlanta, GA 30333
404-693-3311 404-639-1623 (fax)
Website: cdc.gov/ncic/

National Institute for Dispute Resolution
1726 M Street, NW, Suite 500
Washington, DC 20036
202-466-4764 202466-4769 (fax)
Website: nidr.org

National PTA
330 North Wabash Avenue, Suite 2100
Chicago, IL 60611
312-670-6782
Website: pta.org

National Peer Helpers Association
PO Box 2684
Greenville, NC 27836
919-522-3959

National School Safety Center
4165 Thousand Oaks Boulevard, Suite 290
Westlake Village, CA 91362
805-373-9977
805-373-9277 (fax)
Website: nsscl.org

National Youth Gang Information Center Institute for Intergovernmental Research
PO Box 12729
Tallahassee, FL 33217
850-385-0600
850-386-5356 (fax)
Website: iir.com/nygc/

Safe and Drug-Free Schools Program Office of Elementary and Secondary Education
U.S. Department of Education
Portals Building,
600 Independence Avenue, NW
Washington, DC 20202-6123
202-260-3954
202-260-7767 (fax)
Website: ed.gov/offices/OESE/SDFS

Street Law, Inc.
918 16th Street, NW, Suite 600
Washington, DC 20006-2902
202-293-0088
202-293-0089 (fax)
Website: streetlaw.org

Teens, Crime, and the Community
c/o NCPC, 1700 K Street, N.W Second Floor
Washington, DC 20006-3817
202-466-6272, x152 or 161
202-296-1356 (fax)
Website: nationaltcc.org

U.S. Department of Education
Special Education and Rehabilitative Services
Room 3131 Mary E. Switzer Building
Washington, DC 20202-2524
Website:
ed.gov/offices/OSERS/OSEP/earlywm.htlm

Youth Crime Watch of America
9300 South Dadeland Boulevard
Suite 100
Miami, FL 33156
305-670-2409
305-670-3805 (fax)
Website: ycwa.org

Youthinfo (website on adolescence related issues)
U.S. Department of Health and Human Services
Website: youth.os.dhhs.gov/

ORGANIZATIONS

ORGANIZATIONS

American Arab Anti-Discrimination Committee, The
4201 Connecticut Avenue, NW
Suite 300
Washington, DC 20008
(202) 244-2990
The ADC is a civil rights organization devoted to the elimination of discrimination against Arabs and Arab-Americans. It collects and disseminated statistics on anti-Arab hate crime and maintains a legal services division.

American Bar Association Special Committee on Dispute Resolution
740 15th Street, NW
Washington, DC 20005
(202) 662-1680
The ABA committee is a clearinghouse in the field of school mediation and publishes the *Directory to School Mediation Projects* which is available to schools.

NC Bar Association: Dispute Resolution Section
c/o James E. Gates
Maupin Taylor & Ellis, P.A.
P.O. Box 19764
Raleigh NC 27619-9764

American Jewish Committee Institute of Human Relations
165 East 56th Street
New York, NY 10022
(212) 751-4000
The AJC was established in 1906 as a human relations organization to protect the safety and security of Jews everywhere. Sine then, it has expanded its scope to include activities that safeguard the human rights of all American citizens. Forty chapters exist around the United States. They have developed conflict resolution programs such as "Ethnic Sharing" for use by schools and other institutions.

Boys and Girls Club of America
600 Jefferson Plaza
Suite 401
Rockville, MD 20852
(301) 251-6676
The national nonprofit youth organization provides support services to 1,240 Boys and Girls Club facilities that help over 1.6 million young people nationwide connect with opportunities for personal growth and achievement. It is the only major nationwide youth agency with a primary mission of service to disadvantaged girls and boys.

Bureau of Alcohol, Tobacco and Firearms
U.S. Treasury Department
650 Massachusetts Avenue, NW
Washington, DC 20226
(202) 927-7777
BATF operates a hotline, 800-ATF-GUNS, which individuals can call to report possible firearms, drug or gang activity and other crimes. Agents staffing the hotline share these tips and local, state and federal law enforcement agencies.

Bureau of Justice Assistance Clearinghouse
Box 6000
Rockville, MD 20850
(800) 688-4252
This clearinghouse provides information and publications on BJA funded anti-crime and anti-drug problems, including formula grants, technical assistance, training, and demonstration projects. Seven federal clearinghouses can be reached by calling 800-788-2800. Of special interest to educators is the National Clearinghouse for Alcohol and Drug Information, the Drugs and Crime Data Center, the Drug Abuse Information and Referral Hotline, the Drug Information Strategy Clearinghouse, and the National Criminal Justice Reference Service.

Center for Democratic Renewal
Post Office Box 50469
Atlanta, GA 30302
(404) 221-0025
The Center is a national civil rights organization that monitors white supremacists and far right activities. It also helps communities in combating hate violence.

Center for Mental Health in Schools
Dept. of Psychiatry
UCLA
Los Angeles CA 90085-1563
(310) 825-3634
This multidisciplinary group, with a Johns Hopkins University counterpart in Baltimore, studies and promotes study of the barriers to effective induction, learning and performance of students in schools.

Center for Peace Education, The
110 West Main Street
Suite2-G
Carrboro, NC 27510
(919) 929-9821
The Center is a non-profit educational group, established to promote and develop effective ways to instill the skills of peaceful living into our society.

Center to Prevent Handgun Violence
1225 I Street, NW
Suite 1100
Washington, DC 20005
(202) 289-7319
This organization provides educational materials for adults and children on preventing gun deaths and injuries. It offers information about children and gun violence firearm homicide, suicide, and unintentional shootings, violence in schools, black-on-black violence, and conflict resolution.

Children's Creative Response to Conflict
Box 271
521 North Broadway
Nyack, NY 10960
(914) 353-1796
CCRC offers workshops in creative conflict resolution for children and people who work with children, emphasizing themes of cooperation, communication, affirmation (building self-esteem), and conflict resolution. They also publish a source book of activities, *The Friendly Classroom for a Small Planet*.

D.A.R.E. America
PO Box 512090
Los Angeles, CA 90051-0090
1-800-223-DARE

Educators for Social Responsibility (ESR National)
Larry Derringer
Associate Director
23 Garden Street
Cambridge, MA 02138
(617) 492-1764
This group develops curriculum materials, professional development training, and school programs in conflict resolution and cooperative learning.

Intercultural Communication Institute
8835 Southwest Canyon Lane
Suite 238
Portland, OR 97225
(503) 297-4622
The Intercultural Communication Institute is a non-profit organization designed to foster an awareness and appreciation of cultural differences. The Institute is based on the belief that education and training in intercultural communication will improve competence in dealing with cultural diversity and minimize destructive conflicts among national, cultural, and ethnic groups. It provides technical assistance to schools and groups on a variety of topics related to intergroup relations.

Klanwatch Project
Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
(334) 264-0286
The Southern Poverty Law Center, founded in 1971, is a non-profit foundation supported by private donations. The Center's Klanwatch Project was formed in 1980 to

help curb Ku Klux Klan and racist violence through litigation, education, and monitoring. Since 1980, lawsuits have resulted in federal civil rights indictments against hate groups around the nation.

Mediation Network of North Carolina
Post Office Box 241
Chapel Hill, NC 27514-0241
(919) 929-6333
Consultation and training is provided through a network of North Carolina Dispute Settlement Centers.

National Association for Mediation in Education
425 Amity Street
Amherst, MA 01002
(413) 545-2462
NAME is a national clearinghouse for information about conflict resolution programs in schools.

National Institute Against Prejudice and Violence
710 Lombard Street
Baltimore, MD 21201
(410) 706-5170
The purpose of the Institute is to study and respond to the problem of violence and intimidation motivated by racial, religious, ethnic, or anti-gay prejudice. Activities include collecting, analyzing, producing, and disseminating information and materials on programs of prevention and response. The Institute conducts research on the causes and prevalence of prejudice and violence and their effects on victims and society; provides technical assistance to public agencies, voluntary organizations, schools, and communities in conflict; analyzes and drafts model legislation; conducts educational and training programs; and sponsors conferences, symposia, and other forums for information exchange among experts.

National Institute for Dispute Resolution
1901 L Street, NW 600
Washington, DC 20036
(202) 466-4764
The organization works to enhance the understanding, acceptance, and development of a spectrum of tools to resolve conflict, including mediation, arbitration, and negotiation. Among its current grant programs and initiatives are Mediation in Schools, Community-Based Dispute Resolution Centers, Court-Based Dispute Resolution Programs, and Statewide Offices of Mediation.

National Victims Resource Center
Post Office Box 6000 – AJE
Rockville, MD 20849-6000
800-726-6872 or (301) 519-5500
The NVRC is a national clearinghouse for victims' information funded by the Office for Victims of Crime, U.S. Department of Justice. The NVRC is one of several information resources maintained by the National Criminal Justice Reference Service. Information specialists at the NVRC have access to a database that indexes more than 7,000 victim-related books and articles with information on child physical and sexual abuse, victims' services, domestic violence, victim-witness programs, and violent crime.

North Carolina Center for the Prevention of School Violence
20 Enterprise Street
Suite 2
Raleigh, NC 27607
(919) 515-9397
(800) 299-6054
The Center functions as a clearinghouse for information and provides technical assistance and program development expertise aimed at preventing violence in schools. The Center works in cooperation with the Department of Crime Control and Public Safety, the Department of Public Instruction, the Attorney General's Office and the Department of Human Resources to coordinate programs aimed at helping local school boards, law enforcement agencies

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and community leaders eliminate violence in our schools. In addition to being an information agency, the Center coordinates funding to schools and communities for innovative programs that reduce violence in public schools.

North Carolina Bureau of Investigation
D.A.R.E.
PO Box 29500
Raleigh, NC 27626-0500
(919) 662-4500

North Carolina Governor's Crime Commissions
1201 Front Street
Suite 200
Raleigh, NC 27609
(919) 733-4564
The Commission consists of representatives from all law enforcement, court, juvenile justice and other related agencies. Its purpose is to, on an ongoing basis, conduct needs assessment of crime and violence in North Carolina, and promote, advocate for, fund and evaluate polices and programs to prevent and reduce identified needs.

North Carolina Peer Helper Association
111 West Pine Street
Graham, NC 27253
Contact: Linda Ford
(336) 229-5656
Offers information regarding peer helping, peer tutoring, peer leadership, peer mediation. Individual memberships are $20.00, and organization memberships are $50.00.

Peace Education Foundation, Inc.
1900 Biscayne Blvd.
Miami, FL 33132-1025
(305) 576-5075
A non-profit educational organization, which believes in teaching children the skills they need to find creative and non-destructive ways to settle conflicts in order to live in harmony with themselves and others.

Respecting Ethnic and Cultural Heritage Center for Multicultural and Global Education. 1993.
The REACH Center is a non-profit organization providing educational services to schools, universities, social service agencies and businesses throughout the United States. The REACH Center specializes in cultural awareness training and production of educational materials, which build a positive understanding of cultural diversity.
Published by REACH Center
4464 Fremont Avenue, N; Suite 300
(206) 545-4977

American Association of Retired Person Criminal Justice Service
601 East Street, NW
Building B, Fifth Floor
Washington, DC 20049
(202) 728-4363

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700

North Carolina Association of School Administrators
PO Box 1629
333 Wade Avenue
Raleigh, NC 27602
(919) 828-1426

Center for Research on Aggression
Syracuse University
805 South Crouse Avenue
Syracuse, NY 13244-2280
(315) 443-9641

Community Guidance Clinic
Trent and Elva Street
Durham, NC 27705
(919) 684-3044

Community Relations Service
U.S. Department of Justice
5550 Friendship Blvd., Suite 330
Chevy Chase, MD 20815

CSN Adolescent Violence Prevention Resource Center
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458
(617) 969-7100 Extension 2364
Contact: Chris Bladen
(617) 969-7100 Extension 379

Division of Injury Control National Center for Injury Prevention and Control
Centers for Disease Control 4770 Buford Highway, NE
Atlanta, GA 30341
(770) 488-4696

Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
(617) 969-7100

I Am Somebody, Period, Inc.
851 Pinewell Drive
Cincinnati, OH 45255
(513) 474-4449

Judge Baker Guidance Center
3 Blacksand Circle
Boston, MA 02115
(617) 232-8390

National Assault Prevention Center
PO Box 02005
Columbus, OH 43202

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091-1598
(703) 860-0200

National Center for the Study of Corporal Punishment and Alternatives in the Schools
Temple University
253 Ritter Annex
Philadelphia, PA 19122
(215) 787-6091

National Committee for the Prevention of Child Abuse
200 South Michigan Avenue
Suite 1700
Chicago, IL 60604-3817
(312) 663-3520

National Crime Prevention Council
1700 K Street, NW
2nd Floor
Washington, DC 20006
(202) 466-6272

National Crime Prevention Institute
Burhans Hall #134
University of Louisville
Louisville, KY
(502) 582-6987

National Exchange Clubs Foundation for the Prevention of Child Abuse
3050 West Central Avenue
Toledo, OH 43606
(419) 535-3232

National McGruff House Network
1879 South Main
Suite 180
Salt Lake City, UT 84115
(801) 486-8768

National Organization for Victim Assistance
1757 Park Road, NW
Washington, DC 20010
(202) 232-6682

National PTA, The
330 N Wabash Avenue
Suite 2100
Chicago, IL 60611-2571
(312) 670-6782

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6722

North Carolina School Board Association
PO 97877
Raleigh, NC 27624-7877
(919) 981-2630

National School Safety Center
4165 Thousand Oaks Blvd.
Suite 290
Westlake Village, CA 91362
(805) 373-9977

Prevention Intervention Program in Trauma, Violence and Sudden Bereavement in Childhood
Dr. Roberts S. Pynoos, Director
UCLA Department of Psychiatry and
Biobehavioral Science
750 Westwood Plaza
Los Angeles, CA 90024
(310) 206-8973

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CURRENT SAFE SCHOOLS STRATEGIES: 1997-98

NUMBER OF SCHOOLS REPORTING MOST COMMONLY USED AND SELF-IDENTIFIED SAFE SCHOOLS STRATEGIES ON THE 1997-98 ANNUAL REPORT ON SCHOOL CRIME AND VIOLENCE

LEAs	School Resource Officers	DARE Officers and Curriculum	Character Education Programs	SAVE: Students Against Violence Everywhere	SADD Students Against Destructive Decisions	Conflict Resolution	Peer Mediation	Extended Day/ Tutoring /Sat. School	STAR
Alamance/ Burlington	12	11	16	5		9	10		2
Alexander County	2	1	1						
Alleghany County						2	1	2	
Anson County	2	2	3			1		2	
Ashe County	2								
Avery County	1					1	2		
Beaufort County	3	2	5			2			
Bertie County	1	1	2			1	3	1	
Bladen County	7	5	1			3	4	2	1
Brunswick County	5	2	2	1		3	2		
Buncombe County	12	4	18	2		2	8	2	
Asheville City	5	3	3			3	2	1	1
Burke County	5	4	2				5		

	SRO	DARE	Char.Ed	SAVE	SADD	Conflict Res.	Peer Med.	Ex.Day	STAR
Cabarrus County	6	7	3	1		7	7		
Kannapolis City			1						
Caldwell County	4	4	10			1	2		
Camden County	1	1							
Carteret County	3	2		1		1	1		
Caswell County	2								
Catawba County	7	3	8	2		4	3	2	
Hickory City	6	4	3			1	1		
Newton-Conover City	1		1			1	2		
Chatham County	3	5				2	3	1	
Cherokee County	1	1	1			2		2	
Edenton/Chowan	3	1	3	1		2	2		
Clay County		1					1		
Cleveland County	3	3	2	1		5	4		

	SRO	DARE	Char.Ed	SAVE	SADD	Conflict Res.	Peer Med.	Ex.Day	STAR
Kings Mountain City	1			1			2		
Shelby City	1	2	3			1			
Columbus County	11	1	3			3	5		
Whiteville City	4		2	2		3	4		
Craven County	1	4	1	2		3	2		
Cumberland County	13	10	42	3		2	21	6	4
Currituck County	1			2		1	1		
Dare County	4	2	1			2	2		
Davidson County	6	9	13	1		2	2		
Lexington City	2		1			1		1	
Thomasville City	1	2	4				2		
Davie County	1	2	4				2		
Duplin County	4	3	4	5	1	4	7	1	
Durham Public Schools	5	7	7	4		9	13		
Edgeçombe County	2	3	1	2	1	1	1	1	1

	SRO	DARE	Char.Ed	SAVE	SADD	Conflict Res.	Peer Med.	Ex.Day	STAR
Forsyth County	12	5	15	4		3	7	1	
Franklin County	3	1	3	2		2	3		
Gaston County	14	9	13			16	8		
Gates County	2		2						1
Graham County	3		2			2			
Granville County	3	1	1			4	3		
Greene County	1					1	1		2
Guilford County	27	24	18	9	3	20	10	3	
Halifax County				1		3	3	2	
Roanoke Rapids City						1	1	1	
Weldon City	1						1		
Harnett County	8	6	6	1		3	3	3	
Haywood County	1	3	6			2	2	3	
Henderson County	5	4	3			1	2	1	
Hertford County	2	2	1			3	1	1	

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	SRO	DARE	Char.Ed	SAVE	SADD	Conflict Res.	Peer Med.	Ex.Day	STAR
Hoke County	1	2		1		3	4		
Hyde County		2	2			1	1		
Iredell/Statesville	6	10	19	3	3	12	10		
Mooresville City	1	2	3				1		
Jackson County	2	4	2			3	2		
Johnston County	4	4	7			8	5		
Jones County		3	1			1			
Lee County	4	3		1		7	2		
Lenoir County	8	6	5						
Lincoln County	3	2	6	1		7	9		1
Macon County		1	6			1	2		
Madison County	1	1	3			5	1		
Martin County	4	2				6	2	2	
McDowell County	1	4					1		
Charlotte-Mecklenburg	33	22	31	14		17	25	2	

	SRO	DARE	Char.Ed	SAVE	SADD	Conflict Res.	Peer Med.	Ex.Day	STAR
Mitchell County	1	2					1	1	
Montgomery County	5	8	2			2	3	1	
Moore County	4	3	1						1
Nash-Rocky Mount	5	5	18	2		10	17	4	
New Hanover County	8	8	7	1	3	7	14	2	
Northampton County		2				1	4		
Onslow County	10	8	7	4	2	6	8	2	
Orange County	1	3				2	2		
Chapel Hill-Carrboro	2	3	2	1		3	2		
Pamlico County		1						1	
Pasquotank County	6	6		6		2	6		
Pender County		2	2			1	4		
Perquimans County		2							
Person County	1	6	1	1	1	6	3		
Pitt County	1	1		1			1	1	

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	SRO	DARE	Char.Ed	SAVE	SADD	Conflict Res.	Peer Med.	Ex.Day	STAR
Polk County	1		1			3	3		
Randolph County	13	6	15	1		3	7		
Asheboro City	1		6			3			
Richmond County	1	6	8	2	1	1	3	3	5
Robeson County	15	2	7			5	7	1	
Rockingham County	4	1	3	2	1	1	4		
Rowan-Salisbury	8	5	14	1		1	1		
Rutherford County	8	1					2		
Sampson County	6	6	5			6	2	1	
Clinton City	2	2	4	1		1			
Scotland County									
Stanly County	6	4	3	5			1		
Stokes County	2	3	1			4	2	2	
Surry County	2	3				3	4		
Elkin City	1		2			1	1		

	SRO	DARE	Char.Ed	SAVE	SADD	Conflict Res.	Peer Med.	Ex.Day	STAR
Mount Airy City									
Swain County	1	1							
Transylvania County	4	6	3	1		6	6	1	1
Tyrrell County	2			1	1	2			
Union County	9	8	6	2		10	5		
Vance County	2	5	5	4		4	2	1	
Wake County	18	14	32	3		18	27	3	2
Warren County	2	2	1			1	1		
Washington County	2			1		2	2	2	
Watauga County	1	3				1			
Wayne County	2	5	14	1		9	12	3	
Wilkes County	6		1			3	3		
Wilson County	1	8	11	2		10	3	2	
Yadkin County	3		1			1			
Yancey County		3	2				1		
Total	471	388	518	116	17	367	399	73	22

NOTE: Schools listing these programs under other titles and/or descriptors may not be included in this summary. Other strategies used by schools with less frequency include:

- Cameras on school buses
- Visitor sign in
- Improved lighting
- Two-way communication including walkie-talkies and cellular phones on buses and in school buildings and grounds
- Fencing
- Security alarms
- Crisis planning
- Use of law enforcement officials
- Supervision of traffic, especially during drop off and pick up.
- Use of drug dogs
- Metal detectors
- Directional and informational signage
- Safety patrols
- In-School-Suspension
- Informing parents and seeking their input and support
- Alternative programs
- Student Services Management Team

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